DOCUMENT RESUME

ED 187 354 JC 800 184

TITLE Report of the Institutional Evaluation Task Force.
INSTITUTION Vancouver Community Coll., British Columbia.
PUB DATE Mar 79
NOTE 110p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrators; Adult Education; Adult Students; Advisory Committees; Apprenticeships; College Administration; College Faculty; College Graduates; College Role; *Community Colleges; Community Surveys; Dropouts; Employer Attitudes; Governing Boards; *Institutional Evaluation; Institutional Research; *Participant Satisfaction; *Program Evaluation; Public Relations; School Counselors; School Personnel; Two Year Colleges; Two Year College Students

ABSTRACT

The results are presented of an institutional evaluation conducted by Vancouver Community College (VCC) in 1978-79 which involved a survey of 14 groups within the college community and an investigation of the survey findings by a visiting team of administrators and instructors from other institutions. The report first describes the advantages of the College and Program Review Instrument used in the survey and then identifies the respondent groups: (1) VCC administrators, (2) members of the college council, (3) faculty, (4) continuing education instructors, (5) non-teaching staff, (6) advisory committee members, (7) students, (8) apprenticeship students, (9) continuing education students, (10) graduates, (11) students withdrawing before program completion, (12) employers, (13) area citizens, and (14) guidance department heads from area high schools. A summative interpretation of the survey findings is then presented in terms of respondent attitudes toward the college's goals, faculty and staff, physical resources, administrative processes, community relations, and students. The report then identifies, using a series of tables, items which the respondent groups commonly identified as particular VCC strengths and weaknesses and items on which the respondents did not agree. The report concludes with the visiting team's analysis of the study and its findings. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187354

REPORT OF THE

INSTITUTIONAL EVALUATION TASK FORCE

MARCH 1979

Vancouver Community College

Vancouver, British Columbia

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ross Carter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 800 184

ABSTRACT

Vancouver Community College carried out an institutional evaluation between August 1978 and March 1979 using the CAPRI model. Questionnaires were widely distributed, the responses compared and spontaneous comments analyzed. An external Visiting Team came in February 1979 to validate and clarify findings. Concurrent with these activities was the compilation of statements of departmental goals as a first step in the preparation of overall College goals.

The evaluation indicates that Vancouver Community College is generally well regarded by those who have association with it.

The College provides a wide diversity of easily accessible educational programs consistent with the needs of a broad range of groups in the community. Most students, both current and past, feel positively about the College. The faculty are considered well-qualified and effective; students see them as concerned and feel that faculty communication with students is satisfactory.

Service provided by College library, audio-visual, secretarial and duplicating personnel is highly regarded. Other College strengths include student satisfaction with grading, faculty job satisfaction, and the service provided to the community by Continuing Education.

All segments of the College agree that major improvement is needed to the physical plant, i.e. space and facilities. Inadequate food services and parking facilities are most often singled out.

There is general dissatisfaction about administrative effectiveness and efficiency within the College, particularly among support staff and administrators at the Regional Offices. Internal communication at V.C.C. is a matter of considerable concern.

Members of the community surveyed would like more information about the College, and respondents within the College would like more support from the community. It is agreed that the College needs to raise its public profile.

Counselling services, particularly the dissemination of information about employment opportunities, financial assistance, and program, course and career choices, are seen by many as needing improvement.

Support staff express dissatisfaction with administrators, promotion opportunities, wages, and involvement with decision-making.

The role currently being played by advisory committees is decidedly unsatisfactory. Other items seen as needing improvement include evaluation of administrators, planning, selection of the College Board and student government.

An examination of the report will provide detailed information about and differing perceptions of Vancouver Community College which should stimulate discussion and thence necessary change.

TABLE OF CONTENTS

Introduction

Populations Surveyed by Questionnaire

Number of Questionnaires Processed for Computer Analysis

Evaluation Task Force's Summative Interpretation of CAPRI Data

CAPRI Evaluation Summary:
College Strengths, Weaknesses and Differing Viewpoints
- Overall College
- Vancouver Vocational Institute
- Langara Campus
- King Edward Campus
- Continuing Education

Summary of Written Comments from Questionnaires

Report of the Visiting Team

Summary of Goals Statements Submitted by College Departments

Vancouver Community College Administrative Structure

Costs, Ratios, Etc.

Enrolment Figures - October 1978

Locations of Vancouver Community College Programs

Student Government at Vancouver Community College

Task Force Minutes and Correspondence

Recommendations Regarding Program Evaluation

Appendices:

A Questionnaires Used in the Survey

B Description of Data Analysis Method Used

C CAPRI College Evaluation Data by Questionnaire Item - Overall College

D CAPRI College Evaluation Data by Questionnaire Item - Continuing Education

E CAPRI College Evaluation Data by Questionnaire Item - King Edward Campus

F CAPRI College Evaluation Data by Questionnaire Item - Langara Campus

G CAPRI College Evaluation Data by Questionnaire Item - Vancouver Vocational Institute

H Statements of Goals Submitted by all College Departments

I Student Government at Vancouver Community College

INTRODUCTION

When the Evaluation Task Force was established by Principal A.S. Manera in June 1978, two objectives were set:

(1) to carry out a total College evaluation, utilizing either the model already implemented in British Columbia, or some other model, appropriately modified to suit the specific nature of Vancouver Community College;

(2) to develop evaluation processes of an on-going nature that will make a useful contribution towards the pursuit of excellence in education and the planning function; existing processes should be reviewed and modified where necessary.

The Evaluation Task Force was asked at that time to submit its report by December 31, 1978.

For most of its working life, the Evaluation Task Force has consisted of the following people:

Harry Pankratz, Principal, King Edward Campus (Chairman)

Kathleen Bigsby, Instructor, King Edward Campus

Sylvia Bristoll, Instructor, Langara Campus

Shirley Church, Chairman, English and Modern Languages, Langara Campus

Keith Dunbar, Projects Coordinator, Continuing Education

Ron Fussell, Chairman, College Foundations Division, King Edward Campus

Art Griffiths, Chairman, Technical Programs, Vancouver Vocational Institute

Mike Holmwood, Instructor, Langara Campus

Bruce MacLean, Director of Audio-Visual Services

Ken Wheeler, Department Head, Vancouver Vocational Institute

This group has been responsible for the selection of the evaluation instrument, its administration, all arrangements for the Visiting Team, and the preparation of this report.

The model chosen by the Evaluation Task Force to fulfill its first objective was the College and Program Review Instrument (CAPRI) which was developed at Queen's University at the request of the Committee of Presidents of the Ontario Colleges of Applied Arts and Technology. CAPRI has been used at several Ontario colleges and at Holland College in Prince Edward Island.

The Evaluation Task Force is aware that the Ontario colleges do differ in some ways from the comprehensive community colleges of British Columbia, most notably in their lack of university transfer and academic high school completion programs. However, the Evaluation Task Force felt that the issues in an institutional evaluation are sufficiently broad that this difference would not present any signficant problems which could not be overcome by some minor modifications.

CAPRI bases its evaluation of a college upon factual and perceptual information gathered from responses to questionnaires and surveys submitted to representatives of all those groups concerned with the college: College Board,[1] administrators, all instructional and non-instructional faculty, support staff, advisory committee members, and Vancouver secondary school guidance counsellors. Responses of different groups, which in nearly all cases were anonymous, were compared to produce lists of items seen as the College's strengths and weanessnesses, and lists of items on which there are signficantly differing viewpoints from responding groups. Provision was made on each questionnaire for comments so that issues of importance to respondents not covered by the questionnaire items could be raised. A summative analysis of comments is included in this report.

The computer collation and analysis of responses used in CAPRI was seen as desirable by the Task Force for two reasons. First, it provided a measure of objectivity to evaluation, a field which in educational institutions tends to be suspect because of its dependence on subjective judgement. Secondly, the CAPRI method of comparing responses to the same item from different groups within the College community was seen as a useful one in that it indicates differences in perception and gaps in information exchange, both of which are often at the root of operating difficulties experienced in any large institution.

CAPRI was attractive for use as the evaluation instrument for Vancouver Community College for other reasons too. Of all the evaluation tools studied by the Task Force, it was the quickest to administer and the least disruptive of College activity. Its design provided for application to all the components of Vancouver

[1] What is now called the College Board was called College Council at the time questionnaires were prepared and distributed.

Community College so that the entire institution could be evaluated in the same way. Of all the evaluation models studied, CAPRI allowed for the widest cross-section of contributors to the College evaluation. CAPRI was also one of the very few evaluations which could be conducted in the absence of clearly stated College objectives.

Several steps were involved in the administration of this College-wide evaluation. Questionnaires were modified to suit the needs of our institution; representative samples were established for all groups not surveyed in total; and arrangements were made for the distribution of questionnaires and taking of surveys. All of this data was collected by early December 1978. At the same time, each department within the College prepared statements of goals which were subsequently analysed by a sub-committee of the Task Force. While questionnaire data was being analysed at Queen's University, analysis and summaries of comments were being prepared at Vancouver Community College.

Preliminary analysis of the data referring to the entire College was made before the arrival of the Visiting Team in mid-February so that the attention of the Team was directed to those topics that the Task Force felt required validation or further clarification. The report of the Visiting Team is included in this report. The Evaluation Task Force has prepared a summative interpretation of all the CAPRI College Evaluation data for inclusion in this report along with the tables of strengths, weaknesses and differing viewpoints of the overall institution and the individual campuses prepared by Queen's University researchers. The complete questionnaire item analyses for Vancouver Community College overall and the separate campuses are appended to this report. (See Appendices C, D, E, F and G.)

In summary, Vancouver Community College is a large and complex institution serving some 18,000 students in a wide variety of programs and employing over 1,300 people in a diverse range of capacities. An evaluation of such an institution must, of necessity, deal with broad issues.

POPULATIONS SURVEYED BY QUESTIONNAIRE

Questionnaire or Survey	Population Selection (figure in brackets indicates number of questionnaires issued)
College Board	All members of College Board (6)
Administrators	All College administrators (principals, deans executive assistants and other administrators from all campuses and Regional offices (41)
Faculty	All teaching faculty (including division chairmen) from all campuses except Continuing Education (725)
Continuing Education Instructors	This questionnaire was used for all Continuing Education instructors (350)
Advisory Committees	All members (excluding College faculty and administration) (350)
Non-teaching Faculty and Support Staff	All clerical/secretarial, laboratory, library, audio visual, custodial, student services (placement, counselling, awards, student affairs, health services), food services, program assistants and others. Please note that only counsellors completed section B of this questionnaire (325).
Students	Full and part-time students; randomly selected representative sample by division (sample of 1,850, approximately 15%)
Upgrading, Retraining Appreciceship Students	Used for off-campus King Edward Campus students (B.T.S.D. and E.L.T.) (sample of 250, approximately 20%) And V.V.I. Power Engineering Upgrading students (daily population approximately 45)

Questionnaire or Survey	Population Selection (figure in brackets indicates number of questionnaires issued)
Continuing Education Student Questionnaire	Continuing Education students (sample of 400, approximately 6%)
Community Telephone Survey	Sample size of 1,000, randomly selected from current Vancouver telephone directory
Early-leaving Student Telephone Survey	Early-leaving students: sample of approximately 2,800 taken from student records going back two years
Employer Survey (letter followed by telephone survey)	Those employers in the area served by the College who have hired College graduates. (sample of 122)
Graduates Questionnaire	Sample of 1,900 randomly selected from student records going back two College years: Langara - Arts and Science graduates and Career Program certificate recipients; V.V.I. - 20% sample of all certificate recipients; Continuing Education - certificate recipients of Business Programs and Pre-School Supervisory Training; K.E.C. - College Foundations, Music and Training and Development Division students who had received certificates, English Language Training students who had advanced two levels above I-3 and had not re-registered in previous six months
Secondary Schools	Heads of guidance departments from all secondary schools in Vancouver School District (18)

NUMBER OF QUESTIONNAIRES PROCESSED FOR COMPUTER PROGRAM ANALYSIS

Administrators' Questionnaire

Regional Office	15	
Continuing Education	3	
King Edward Campus	3	
Langara	11	
Vancouver Vocational Institute	5	
		37

College Council Questionnaire

	4	4

Faculty Questionnaire

Others	1	
King Edward Campus (off - 58)		
King Edward Campus (on - 130)	188	
Langara	174	
Vancouver Vocational Institute	95	
		458

Continuing Education Instructor Questionnaire

Others	7	
Eric Hamber	48	
Langara	30	
Vancouver Vocational Institute	45	
		130

Non-Teaching Faculty & Support Staff Questionnaire

Regional Offices	33	
Continuing Education	8	
King Edward Campus	58	
Langara	117	
Vancouver Vocational Institute	83	
		299

Advisory Committee Questionnaire		
.....	107	107
Student Questionnaire		
King Edward Campus	757	
Langara	525	
Vancouver Vocational Institute ..	317	1,599
Upgrading Student Questionnaire		
King Edward Campus	50	
Vancouver Vocational Institute ...	25	
Continuing Education (V.V.I.)	5	80
Continuing Education Student Questionnaire		
Others	8	
Eric Hamber	77	
Langara	137	
Vancouver Vocational Institute ..	88	310
Graduate Questionnaire		
Continuing Education	51	
King Edward Campus (off - 1)		
King Edward Campus (on - 110) ...	111	
Langara	77	
Vancouver Vocational Institute ...	148	387
Early-Leaving Student Questionnaire (Telephone Survey)		
Continuing Education		
(Others - 18)		
(Eric Hamber - 10)		
(Langara - 24)		
(V.V.I. - 13)	65	
King Edward Campus (off - 14)		
King Edward Campus (on - 159) ..	173	
Langara	258	
Vancouver Vocational Institute ...	74	570

Employer Survey	68	68
Community Telephone Survey	498	498
Secondary School Questionnaire	16	16
Total Number of Instruments Processed		4,563

EVALUATION TASK FORCE'S
SUMMATIVE INTERPRETATION OF CAPRI DATA

In this summative interpretation, the Task Force highlights the data it considers to be particularly significant to Vancouver Community College as a whole or to a particular group within it. Much of this interpretation is based on the detailed questionnaire item analyses appended to this report (Appendices C - G). Written comments on the questionnaires and the report of the Visiting Team have also been considered.

CAPRI researchers at Queen's University have also analyzed the Vancouver Community College evaluation questionnaire data and have provided us with the lists of College strengths, weaknesses and differing viewpoints which appear in this report. These, also, have been considered in our interpretation.

The CAPRI data is divided into sections, and for easy reference this summative interpretation will use the same breakdown and headings. Please note, therefore, that Section I, Goals, does not refer to Vancouver Community College goals. Wherever mention is made of a specific questionnaire item, the number of the item is shown in brackets.

I GOALS

These items deal with the provision of suitable programs and activities. In general, this is an area of strength for the College. Respondents feel that the College does provide a wide diversity of educational programs consistent with the needs of a broad range of groups in the community (1 - 6); it is interesting to note that 32% of those interviewed in the community survey report that they have taken courses at the College (6.1). Students feel that the courses they are taking meet their needs (7); a remarkably high 69% of Continuing Education students surveyed expect to take more courses at the College (6.3).

It is generally felt that College programs provide for development of desirable skills (9 - 13). However, at V.V.I., administrators and faculty note that improvement is needed in programs to develop oral and written communication skills; on the other hand, V.V.I. graduates responding do not see communication skills as a problem (12).

Administrators, students, and secondary school counsellors feel that tuition fees are reasonable (14), and only 19% of the community survey respondents indicate that tuition fees prevent them from taking courses (14.1). Students also generally feel that courses are of suitable length and are offered at convenient times (15, 16). Students at King Edward Campus and V.V.I. find their campuses convenient for bus transportation; a smaller majority of Langara students are also satisfied with the bus service (17).

Students do express considerable dissatisfaction, especially at King Edward Campus and V.V.I., with the lack of encouragement of and opportunities for athletic activities. Administrators and counsellors at these centres echo the need for major improvement in this area (19).

II HUMAN RESOURCES

This section evaluates the selection procedures of employees, faculty qualifications, available time for College activities (instruction, preparation, committee work, etc.), availability of various groups to help students, the various employee ratios (e.g. faculty/student), the quality of support services, the role of the advisory committees, and the satisfaction level of employees regarding working conditions (e.g. salary, fringe benefits).

The procedures used for selection of faculty (21), support staff (23), Continuing Education instructors (24), are considered a strength of the College. The faculty indicates that the selection of administration (22) is in need of some or major improvement, however the College Board and administrators feel that little or no improvement is required. The administrators and the College Board think that the selection of the College Board (25) needs some or major improvement. It should be noted that in all items dealing with selection procedures, a high percentage of the responding groups indicate that they do not know if the selection procedures are acceptable. The qualifications of the faculty (27, 28, 29) are considered to be a consensus strength of the College, in need of little or no improvement.

There is a differing point of view as to the sufficiency of time available for faculty preparation, teaching, student help, professional development, program development, and committee work (31, 32, 33, 34, 35). The administrators at all centres believe that little improvement is required, whereas the faculty feel that some or major improvement is required, except at Langara where the faculty feel there is sufficient time for instruction and professional development. Fifty-five percent of the student sample do not know if the administrators are available (38), but find the

faculty (39) and counsellors (40) generally are (little or no improvement required). It is felt that the ratio of teaching faculty to students (41) is appropriate, especially at Langara where it is considered a campus strength.

Plant operation and maintenance (45) are considered acceptable in quality by all parts of the College except King Edward Campus where the administrators and faculty feel that major improvement is needed. Although the administrators and some support staff think that the quality of student services (health, awards, etc.) (51) is acceptable, the faculty and students feel that some or major improvement is needed. The placement of students in part-time jobs (49) and full-time employment of graduates (50) is considered in need of improvement. Administrators and faculty at K.E.C. believe that improvement in food services (52) is required. K.E.C. respondents also feel that improvement is required in bookstore service (54). The remaining support services are judged acceptable in quality.

Langara faculty believe that the administrators' attitudes to change needs some or major improvement (55) whereas the administrators at Langara think that the faculty attitude to change needs little or no improvement (56). At the Regional Offices and at V.V.I. the administrators feel that faculty attitudes to change are not appropriate (56). All respondents agreed that more support and encouragement of the College by members of the community is needed (57).

The role played by advisory committees (61 to 68) is considered unsatisfactory by all administrators, faculty and advisory committee members, except by Continuing Education administrators who believe that the role played by its two advisory committees is satisfactory.

Administrators do not believe that the College Board has a clear understanding of the operation and goals of the College (69, 70); the College Board thinks it has.

Most groups say that they understand their roles and responsibilities (71); exceptions were Regional Offices and Continuing Education administrators, faculty at King Edward Campus and V.V.I., and the College Board. Employees at Vancouver Community College seem generally satisfied with the working conditions at the College (72 - 78), and fringe benefits (73) showed up as a consensus strength. The support staff are not satisfied with their wages (72), while the other groups generally are. There is also some dissatisfaction with opportunities for promotion (75), especially amongst the Regional Offices administrators, and all support staff, particularly those at the Regional Offices. More than 70% of all College employees, except

Continuing Education administrators and support staff and Regional Offices administrators and support staff, feel that their work at the College is rewarding (77).

III PHYSICAL RESOURCES

In general, all respondents to questions regarding the physical resources of Vancouver Community College indicate that much improvement is needed. This feeling is repeated in questionnaire comments and the Visiting Team report.

Administrators, faculty, support staff, and students in all divisions indicate that major improvements are needed to the physical plant (79 - 84). Faculty, students and administrators indicate a need for amelioration of the general College environment, e.g. soundproofing, aesthetics, lighting and ventilation, especially in the workshops at V.V.I. (97 - 101). Parking is seen as a major problem by all respondents except Continuing Education students (233). Faculty at the three instructional centres express great concern about inadequate study space; this is not echoed by students (234). Faculty also indicate that the space for preparation, research, etc, is grossly inadequate (236).

On a more positive note, respondents do indicate that only some improvement is needed concerning accessibility to and quality of library and Audio Visual services and materials (87 - 91). It is generally agreed that existing library and Audio Visual materials and facilities and classroom equipment are used effectively (92 - 95).

Faculty and students emphasize the need for improvement in facilities for social, cultural and athletic activities, especially sports and social at V.V.I. and sports, social, and food at King Edward Campus (102 - 105).

IV ADMINISTRATIVE PROCESSES

This section deals with administrative effectiveness and efficiencey over a wide variety of areas from organization of the College to staffing for extra-curricular activities. The level of influence of various segments of the

College community is examined along with administrative procedures, perceptions of communications, planning and evaluation procedures.

It is interesting to note that only two items relating to administrative processes appear as consensus strengths of the entire College: instructional assignments of faculty are appropriate in terms of education and expertise, and College admission requirements are fair and reasonable (27, 28, 143). Twelve of the nineteen items shown as having produced a significant difference of opinion between responding groups are from this section. Of those twelve, seven differences are between College administrators and the College Board. When comparing tables of strengths, weaknesses and differing viewpoints of the different centres and the College overall, it is particularly important with items in this section to remember that Regional Offices administrators and support staff responses are included only in the overall College lists.

There is some concern about administrative effectiveness and efficiency within the College generally, and particularly within the following areas. A need for improvement to the organizational structure of the College is felt by faculty and administrators, especially the administrators at the Regional Offices (106). Administrators, College Board and faculty see a need for improved public relations (109). Faculty at K.E.C. see a need for major improvement in this direction and encouragement provided to staff. This need is shared by administrators and support staff at all centres, especially at the Regional Offices (110). It should be noted that 36% of faculty are unaware that provision exists for appeal of adverse evaluation (118).

Support staff, especially those at the Regional Offices would like improvement in the procedures governing promotion; faculty and administrators appear to be generally satisfied (119, 121).

More influence in decision-making on issues that directly affect them is seen as desirable for different groups. V.V.I. faculty and administration feel there should be more influence from advisory committees as do those faculty members at K.E.C. who know about advisory committees (125). Except at Langara, College administrators feel improvement is needed in the level of influence exerted by the community (132). V.V.I. and Continuing Education administrators are concerned about the level of input from employers (133). Non-teaching faculty and support staff, particularly at Langara feel they should have more influence (134).

Communication to students is seen as requiring improvement in several areas. Counsellors are unanimous in their concern about the communication of job opportunity information to students. To a lesser degree, this concern was shared by faculty and students (138). The need for more information about financial assistance is most strongly expressed by K.E.C. students; it appears significant that 35% of K.E.C. students answered "don't know" to this question (140). Langara students and graduates indicate a need for improvement in communication of program, course and career information (141).

There appears to be a general need for improved communication within Vancouver Community College. Most administrators feel that improvement is needed in their communication with the College Board (144). Faculty feel that improvement is needed in communication with administrators (146), and between administrators and students (147). This latter opinion is quite strongly echoed by Langara students. Over one half of the non-teaching faculty and support staff feel improvement is needed in their communications with administrators; this is most pronounced at the Regional Offices (75%)(148). The non-teaching faculty and support staff and the teaching faculty at K.E.C. and V.V.I. see a need for improved inter-communication. Of all the groups within the College, it seems that only the faculty and students communicate in a mutually satisfactory manner (149).

Some concern about cooperation among all departments across the College is shared by administration, faculty and support staff, but it is felt most strongly by administration and support staff at the Regional Offices (151). The need for improved orientation of new staff is generally perceived, especially by support staff at K.E.C. and the Regional Offices (152).

Planning, both short-range and long-range, is considered by all administrators to be in need of great improvement (153, 154). Faculty at K.E.C. are very concerned about long-range planning. A very large number of faculty at all centres indicate that they do not know what planning is based on (157 - 166). Of all administrators in the College, those at Langara seem to be the most satisfied with existant planning. Faculty and administrators at all centres agree with the College Board that planning based on follow-up studies of graduates and early-leaving students needs improvement (165).

Faculty at all centres feel improvement is needed in the evaluation of administrators. Administrators at Regional offices and those in Continuing Education also feel the need for great improvement in this area (167). The administrators at the Regional Offices also feel that much improvement is needed in the evaluation of office services (170). There appears to be no strong feeling from any group about the evaluation of faculty (168).

Faculty at King Edward Campus feel strongly that great improvement is needed in evaluating the success of graduates and early-leaving students. This feeling is shared by Langara administrators (177).

Faculty and administrators at K.E.C. and Langara, and Continuing Education administrators feel that funding for the development of new programs is inadequate: the diametrically opposed view is expressed by those at V.V.I. (182).

It appears that there is general satisfaction with purchasing, inventory control, financial reporting, equipment selection, maintenance and replacement procedures (184 - 188).

V EXTERNAL COMMUNICATIONS

This section examines the effectiveness of the College's dissemination of information to the general public, employers, government agencies, and colleges/universities.

The dissemination to secondary schools of information regarding courses and programs (192) is considered a College strength at both Langara and V.V.I.; however, 50% of the K.E.C. and Continuing Education administrators feel that some improvement is necessary, and 50% of the counsellors at King Edward Campus feel a major improvement is required. The authorization of programs by accrediting and validating bodies (204) is considered a strength at Langara, whereas at V.V.I., a majority of the administrators feel that some or major improvement is necessary. Administrators at V.V.I. feel that effective communication exists between the College and the B.C. Ministries of Education (198), Human Resources and Labour (199); on the other hand, administrators at the other centres and the College Board feel that some or major improvement is required.

It is felt by administrators (90%) and counsellors (80%) that the use of radio and television (194) and visits to community meetings by College personnel (195) as methods for informing the public about the College need some or major improvement.

In general, it is felt that the College is effectively using printed materials (newspapers and brochures), except by Continuing Education and Regional Offices administrators and K.E.C. counsellors who believe that some or major improvements in use are needed (193).

Communication between the College and the Federal Department of Labour (200) is considered to be in need of improvement, although 49% of administrators feel that they don't know and 5% feel it not applicable. Fifty percent of the College Board do not know if the existing situation is acceptable. Communication with the district/municipal governments (201) is also considered to require some or major improvement. The administrators and College Board members also feel that communication between the College and the Vancouver School Board is in need of some improvement (202).

Very little (or nothing) is known about the College programs, courses and services by 60% of the community members surveyed, and 85% knows little or nothing of the activities and special events of the College (displays, film showings, etc.) (189.2 and 197.1). Newspapers and personal communication (friends) accounted for 68% of the information about the College obtained by those surveyed (197.2). Of those in the community surveyed, 55% feel that they do not get enough information about the College (34% think that they got enough) (197.4). Thirty-four percent of the community (189.1) do not know where the College is located!

Fifty-seven percent of the students presently in Continuing Education say they know very little or nothing about the programs, courses and services offered by the College (189.2), and 88% feel they know very little or nothing about the College special events (197.1). However, only 41% feel they do not get enough information about the services and activities of the college (197.4) (33% were uncertain).

The employers surveyed feel that there is opportunity for their contribution to specifications for job training (57%) (190.1) and that very little improvement is needed in College/employer communication (46%) (190.2)

Finally, 50% or more of the members of all groups surveyed judge the reputation of the College as good or excellent, with less than 10% of any group rating the College reputation as poor (205).

VI STUDENTS

Effective orientation for new students is a matter of considerable concern to administrators, faculty and counsellors at King Edward Campus, but of little concern at the other centres (206). A large number of students throughout the College feel that loans, bursaries and scholarships are most inadequate, and an additional 46% and 40% of students at K.E.C. and Langara respectively responded "don't know" to this item (207).

More than half the College faculty think that students do not clearly understand what is expected of them by the College, but the majority of students appear to think that they do (209). Students generally are satisfied with the way they are marked in their courses (especially at K.E.C.), the information they receive about the basis for their evaluation, and the grading system used (210, 211, 212). Of all respondents to this last item, only V.V.I. administrators feel the grading system needs improvement. While most students report adequate provision exists for the appeal of grades, 28% answered "don't know" to this item (213). Only at Langara do more than half the responding students say they would like more opportunities for involvement in program and course improvement (214).

Students across the College indicate considerable dissatisfaction with the method of electing student government representatives (215). They also feel that the student government needs to be more responsive to the student body (216). There also appears to be a lack of communication to students about student government; more than half the students responded "don't know" to these items.

VII GRADUATES

Of the graduates surveyed, 68% rate the reputation of the College as good or excellent (205). Nearly all graduates state that instructors were available to help students (39). However, 40% feel that improvement is needed in instruction (30), and a third would have liked assistance with job placement (50).

Graduates who are Employed:	Overall	K.E.C.	Langara	V.V.I.	C.E.
doing jobs related to College program (218)	51%	62%	62%	77%	65%
found job in less than one month (220)	61%	58%	61%	63%	54%
Unemployed Graduates (224):	--	35%	25%	28%	21%
no suitable jobs	38%	38%	data missing	16%	18%
haven't looked	15%	12%		18%	18%
other	47%	50%		44%	64%
Graduates taking Courses Elsewhere (231):		35%	21%	6%	16%

Note: when examining this data, please keep in mind nature of Graduate sample - see page 5.

VIII EARLY LEAVING STUDENTS

Of all the early leaving students contacted, 59% are employed and 18% are taking courses elsewhere. Eighty percent of early leaving students rate the reputation of the College as good or excellent (205).

There appear to be some noteworthy differences among early leaving students at the different centres:

Reasons for Leaving Program (225)	Percent of Leavers C.E.	K.E.C.	Langara	V.V.I.
financial problems	2%	8%	7%	4%
lost interest	6%	7%	16%	19%
too difficult	6%	4%	10%	5%
not useful	8%	2%	5%	5%
job opportunity	3%	27%	17%	8%
other	75%	52%	44%	58%
Weeks Completed before Leaving (226)				
→ 2	65%	24%	19%	38%
3 or 4	21%	16%	12%	4%
5 or 6	0	9%	12%	8%
7 - 10	4%	11%	22%	10%
11 - 14	4%	8%	9%	11%
15 - 20	6%	12%	6%	7%
21 - 30	0	5%	5%	10%
31 - 51	0	4%	3%	7%
51 or more	0	11%	11%	6%

Now that areas worthy of attention, either because they are ones in which the College excells or because they are ones requiring improvement, have been identified, it is the hope of the Evaluation Task Force that appropriate action will be promptly taken.

On the whole, Vancouver Community College appears to be a healthy institution which provides good service to the extent that its facilities allow. While considerable pride can be taken in the College's many strengths, the Task Force strongly recommends that necessary attention be directed to those areas in need of improvement.

CAPRI EVALUATION SUMMARY:

COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

SOURCE OF INFORMATION

FAC - Instructor Questionnaire
CEI - Cont. Ed. Instructor Questionnaire
ADM - Administrators' Questionnaire
SUP - Non-Teaching Faculty and Support Staff Questionnaire
ADV - Advisory Committee Questionnaire
CCL - College Council Questionnaire
STU - Student Questionnaire
URAS - Upgrading Student Questionnaire
GRAD - Graduate Questionnaire
ELS - Early-Leaving Student Questionnaire
EMP - Employer Survey
COM - Community Telephone Survey
SEC - Secondary Schools' Questionnaire
CONT - Continuing Education Student Questionnaire

CAPRI EVALUATION SUMMARY:

COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

VANCOUVER COMMUNITY COLLEGE

DATA FROM ALL RESPONDENTS

CONSENSUS STRENGTHS

Every item listed below was selected because 70 percent or more of each responding group indicated "No Improvement Needed" or "Very Little Improvement Needed". The items have been listed in order from the highest average percent down. Where 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
	Programs are accessible to all eligible members of the community served by the college in terms of:		
14.0	reasonable tuition costs	ADM, STU, CONT, SEC	90
15.0	reasonable length of courses and programs	ADM, STU, URAS, SEC	87
	Faculty are qualified in terms of:		
27	educational background	ADM, FAC	86
28	pertinent experience in their subject area	ADM, FAC	84
17.0	Programs are accessible to all eligible members of the community served by the college in terms of convenient location for bus transportation.	ADM, STU, URAS, SEC, CONT(48)	80
116	Instructional assignments of faculty are appropriate in terms of their education and experience.	ADM(47), FAC, CEI	77
6.0	The college provides a wide diversity of courses (interest, upgrading, vocational) consistent with community needs.	ADM, CCL , CEI	76
8	The college attracts students from all social and cultural elements of the community.	ADM, CCL	76
211	Students are informed about the basis for their evaluation.	FAC, STU, URAS	73
143	College admission requirements are fair and reasonable.	ADM, FAC, PTF, SUP*, STU, CONT, SEC	82

*Item 143 has been included as a consesus strength because all groups except SUP responded with 70% or more "No Improvement Needed" and/or "Very Little Improvement Needed." SUP responses totalled 68%.

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
1.0	The college provides a wide diversity of educational programs consistent with the needs of secondary school graduates.	CCL	FAC, ADM	100
78	You find your association with the college rewarding.	CCL	ADV	100
197.0	Visits to secondary schools are effective in informing the public about the college.	SEC	ADM, SUP	100
126	The level of influence of the College Principal in decision making is appropriate in issues that directly affect him and/or the College.	ADM, CCL	FAC(58), STU(75)	94
46	Clerical/secretarial services are acceptable in quality.	CEI	ADM, FAC, SUP	93
16.0	Programs are accessible to all eligible members of the community served by the college in terms of suitable time offered (part-time, full-time, day, evening, time of year).	URAS, CONT, SEC	ADM, STU	89
118	Provision exists for appeal of adverse evaluations of faculty.	ADM(43)	FAC	86
149	Communication between faculty and students is effective.	CEI	FAC, STU	86

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
77	You find your work rewarding.	ADM, FAC, CEI	SUP	85
213	Provision exists for student appeal of adverse evaluation	ADM, FAC, URAS(49)	STU	85
120	Procedures governing promotion of faculty are reasonable and equitable.	ADM	FAC	84
212	The grading system used accross the college is appropriate (letter grades, pass/fail, percentages).	PTF(50), STU, URAS	ADM(43), FAC	82
210	Students are satisfied with the way they are marked in their courses (tests, essays, projects).	URAS, CONT(50)	STU	80
21	Procedures used to select faculty are appropriate.	ADM	FAC	78
184	Purchasing procedures are acceptable.	ADM	FAC, SUP	77
73	You are satisifed with fringe benefits (leaves of absence, pensions, insurance.	ADM	FAC, SUP	76
3	The college provides a wide diversity of educational programs consistent with the needs of persons who require occupational retraining and academic upgrading.	CCL	ADM, FAC	75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
180	As a source of funds tuition fees are adequate for the operation of the college.	CCL	ADM	75
186	Financial reporting procedures are acceptable.	CCL	ADM	75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	# Avg. %
201	Effective communication exists with county/district/municipal governments.	ADM, CCL	92
97	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in classrooms.	ADM, FAC	88
133	The level of influence of employers in decision-making is appropriate in issues that directly affect them and/or the college.	ADM, CCL	88
79	The physical plant is able to accommodate all programs and courses currently offered in the college.	ADM, FAC	84
83	The physical plant is able to accommodate storage requirements.	ADM, FAC, SUP	84
80	The physical plant is able to accommodate student groups of varying sizes.	ADM, FAC	82
101	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in Student Services areas.	ADM, FAC, SUP	82
57	Community members support and encourage the college	ADM, CCL, FAC (46)	81
194	Use of radio and television is effective in informing the public about the college.	ADM, SUP	80
103	Facilities are adequate for sports activities (indoor and outdoor).	FAC, STU	78
104	Facilities are adequate for eating areas.	FAC, STU	78

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
81	The physical plant is able to accommodate the physically handicapped.	ADM, FAC	77
82	The physical plant is able to accommodate traffic (e.g., through hallways, stair-wells, doorways, reception areas).	ADM, FAC	76
100	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in lounges.	ADM, FAC	76
25	Procedures used to select the members of the College Council are appropriate.	ADM, CCL	75
167	Administrators are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM, FAC	74
198	Effective communication exists with the B.C. Ministry of Education.	ADM, CCL	72
*233	Parking facilities are satisfactory.	ADM, FAC, STU, URAS, CONT	80

*Extra item added by the college.

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
65	Advisory committees assist with obtaining information from employers regarding success of graduates.	ADM(52), FAC(68)	ADV(53)	88
84	The physical plant is able to accommodate office requirements.	ADM, FAC	SUP	88
	Advisory committees assist with:			
64	finding spare-time employment for students	ADM(54), FAC(71)	ADV(65)	87
63	placement of graduates from program.	ADM(53), FAC(68)	ADV(40)	84
102	Facilities are adequate for social and cultural activities (dances, plays, clubs).	FAC	STU	83
110	Administrative effectiveness and efficiency are evident in terms of direction and encouragement provided to college staff.	ADM	FAC, SUP	82
2.3	Availability of sufficient positions for graduates.	FAC(53), SEC(63)	ADM, ADV	82
98	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in laboratories, workshops, studios.	FAC	ADM	81

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
195	Visits to community meetings by college personnel are effective in informing the public about the college.	ADM	SUP	81
68	The advisory committees are effective in fulfilling their responsibilities.	ADM(42)	FAC(68), ADV	76
199	Effective communication exists with the B.C. Ministry of Human Resources, B.C. Ministry of Labour and other B.C. ministries.	ADM	CCL	76
105	The quality and prices of food are adequate.	FAC	STU	75
*234	Study facilities are adequate.	FAC	STU	90
*236	Space for preparation, research etc., is adequate.	FAC		88

*Extra items added by the college.

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
22	Procedures used to select administrators are appropriate.	CCL - FAC	64	ADM
135	The level of influence of the sponsoring agencies (Manpower, Indian Affairs and Northern Development), and accrediting bodies is appropriate.	CCL - FAC*	62	ADM
165	Planning is based on follow-up studies of graduates and early-leaving students.	CCL - ADV*	61	ADM, FAC*
	The following sources of funds for the operation of the college are adequate:			
179	federal grants and subsidies	ADM - CCL	61	
178	provincial grants and subsidies	ADM - CCL	59	
70	The College Council have a clear understanding of the college's goals.	ADM - CCL	58	
2	The college provides a wide diversity of educational programs consistent with the needs of employers in the community served by the college.	CCL - FAC	57	ADM
183	The internal allocation of funds is equitable.	ADM - CCL	57	FAC*
96	Student Services are effectively used by staff and students.	CEI* - SUP	55	ADM*, FAC
155	Planning is based on available and anticipated revenues.	ADM - CCL	55	FAC*

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
182	Funding for the development of new programs and courses is adequate.	CCL - FAC	55	ADM
156	Planning is based on needs of the labour market.	CCL - ADV	54	ADM, FAC*
112	Administrative effectiveness and efficiency are evident in terms of student admission and registration procedures.	SUP - CONT	47	ADM, FAC, STU, URAS
37	Extra help on course work (remedial) is available to students.	CONT* - FAC	45	ADM, STU
144	Communication between the College Council and College personnel is effective.	ADM - CCL	44	
153	Planning is effective in terms of short-range plans.	ADM - CCL	43	FAC
108	Administrative effectiveness and efficiency are evident in terms of coordination of college affairs.	ADM - CCL	42	FAC
197	Visits to secondary schools are effective in informing the public about the college.	ADM - SEC	40	SUP
209	Students clearly understand what is expected of them by the college.	FAC - URAS	40	STU

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

CAPRI EVALUATION SUMMARY:
COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

VANCOUVER COMMUNITY COLLEGE

DATA FROM RESPONDENTS AT V.V.I.

CONSENSUS STRENGTHS

Every item listed below was selected because 70 percent or more of each responding group indicated "No Improvement Needed" or "Very Little Improvement Needed". The items have been listed in order from the highest average percent down. Where 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
28	Faculty are qualified in terms of pertinent experience in their subject area.	ADM, FAC	90
53	Library support services are acceptable in quality.	ADM, FAC, SUP	85
15	Programs are accessible to all eligible members of the community served by the college in terms of reasonable length of courses and programs.	ADM, STU, URAS	82
77	You find your work rewarding.	ADM, FAC, SUP	82
14	Programs are accessible to all eligible members of the community served by the college in terms of reasonable tuition costs.	ADM, STU	80
197	Visits to secondary schools are effective in informing the public about the college.	ADM, SUP	80
7	The program or course(s) you are presently taking meet(s) your needs.	STU, URAS	76
92	Classroom equipment (labs, studios, workshops) are effectively used by staff and students.	ADM, FAC	75

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
118	Provision exists for appeal of adverse evaluations of faculty.	ADM	FAC	100
	Programs are accessible to all eligible members of the community served by the college in terms of:			
17	convenient location for bus transportation	ADM, STU	URAS	94
16	suitable times offered (part-time, full-time, day, evening, time of year).	STU, URAS	ADM	88
46	Clerical/secretarial support services are acceptable in quality.	ADM, SUP	FAC	88
211	Students are informed about the basis for their evaluation	URAS	FAC, STU	88
2	The college provides a wide diversity of educational programs consistent with the needs of employers in the community served by the college.	ADM	FAC 80	
8	The college attracts students from all social and cultural elements of the community.	ADM		80
27	Faculty are qualified in terms of educational background.	ADM	FAC	80

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
45	Custodial (plant operation and maintenance) support services are acceptable in quality.	ADM	FAC, SUP	80
47	Technical (computing, laboratory, audiovisual) support services are acceptable in quality.	ADM	FAC, SUP	80
120	Procedures governing promotion of faculty are reasonable and equitable.	ADM	FAC	80
124	The level of influence of the College Council in decision making is appropriate in issues that directly affect them and/or the college.	ADM	FAC*	80
126	The level of influence of the Principal in decision-making is appropriate in issues that directly affect him and/or the college.	ADM	FAC*, STU*	80
180	Tuition fees are adequate for the operation of the college.	ADM		
192	Information regarding courses and programs is disseminated to secondary schools.	ADM	SUP	80
198	Effective communication exists with the B.C. Ministry of Education.	ADM		80

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

-4-

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
73	You are satisfied with fringe benefits (e.g., leaves of absence, pensions, insurance).	ADM, FAC	SUP	78
116	Instructional assignments of faculty are appropriate in terms of their education and experience.	FAC	ADM	77
136	Communication to students regarding counselling services available is effective.	SUP	FAC, STU	75
	Planning is based on:			
155	available and anticipated revenue.	ADM	FAC*	75
158	recommendations from the College Council	ADM		75
199	Effective communication exists with the B.C. Ministry of Human Resources, the B.C. Ministry of Labour and other B.C. ministries.	ADM		75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
97	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in classrooms.	ADM, FAC	94
49	Support services to place students in spare-time jobs are acceptable in quality.	ADM(40), FAC, SUP(50)	90
64	Advisory committees assist with finding spare-time employment for students.	ADM(40), FAC	90
103	Facilities are adequate for sports activities (indoor and outdoor).	FAC, STU(53)	88
63	Advisory committees assist with placement of graduates from program.	ADM(40), FAC	88
80	The physical plant is able to accommodate student groups of varying sizes.	ADM, FAC	88
19	The college provides opportunities for and encourages students to participate in athletic events.	ADM, SUP, STU	86
57	Community members support and encourage the college.	ADM(40), FAC(44)	86
65	Advisory committees assist with obtaining information from employers regarding success of graduates.	ADM(40), FAC	86
115	Administrative effectiveness and efficiency are evident in terms of the development and refinement of programs.	ADM, FAC	86
98	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in laboratories, workshops, studios.	ADM, FAC	84

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
165	Planning is based on follow-up studies of graduates and early-leaving students.	ADM, FAC	81
	The physical plant is able to accommodate:		
79	all programs and courses currently offered in the college.	ADM, FAC	80
81	the physically handicapped.	ADM, FAC	79
154	Planning is effective in terms of long-range plans.	ADM, FAC	78
156	Planning is based on needs of the labour market.	ADM, FAC	78
4	The college provides a wide diversity of educational programs consistent with the needs of culturally disadvantaged and physically handicapped people.	ADM, FAC	76
100	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in lounges.	ADM, FAC	76
62	Advisory committees assist with public relations.	ADM, FAC	74
177	The success of graduates and early-leaving students is effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM, FAC	73
61	Advisory committees assist with program design and revision.	ADM, FAC	72

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
56	Faculty's attitude toward change is appropriate.	ADM	FAC	100
68	The advisory committees are effective in fulfilling their responsibilities.	ADM	FAC(42)	100
138	Communication to students regarding job opportunities is effective.	SUP	FAC, STU	100
151	Cooperation exists among all departments across the college	ADM	FAC, SUP	100
	The physical plant is able to accommodate:			
83	storage requirements	ADM, FAC	SUP	92
84	office requirements	ADM, FAC	SUP	90
50	Support services to place graduates and early-leaving students are acceptable in quality.	FAC, SUP(75), GRAD(50)	ADM	89
34	Time is sufficient for faculty course and program development.	FAC	ADM	85
102	Facilities are adequate for social and cultural activities (dances, plays, clubs).	FAC	STU	85
31	Time is sufficient for faculty teaching (prep. & instruction)	FAC	ADM	84

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
37	Extra help on course work (remedial) is available to students.	ADM, FAC	STU	81
82	The physical plant is able to accommodate traffic (e.g., through hallways, stairwells, doorways, reception areas).	ADM	FAC	80
109	Administrative effectiveness and efficiency are evident in terms of public relations.	ADM	FAC	80
	The level of influence of the following in decision-making is appropriate in issues that directly affect them and/or the college:			
132	community	ADM		80
133	employers	ADM		80
153	Planning is effective in terms of short-range plans.	ADM	FAC	80
66	Advisory committees assist with program and course evaluation.	ADM	FAC	75
69	The College Council have a clear understanding of the college's operation.	ADM		75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
70	The College Council have a clear understanding of the college's goals.	ADM		75
101	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in Student Services area.	ADM, SUP	FAC	75
152	Orientation of new staff is effective.	ADM	FAC, SUP	75
181	Efforts are made to seek new sources of financial aid for students.	ADM		75
	Effective communication exists with:			
200	Federal Department of Labour (Manpower) and other federal departments;	ADM		75
201	county/district/municipal governments.	ADM		75
*233	Parking facilities are satisfactory.	STU, URAS, CONT	ADM, FAC	91
*234	Study facilities are adequate.	FAC	STU	86
*236	Space for preparation, research etc., is adequate.	Fac		86

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
212	The grading system(s) used across the college is appropriate (letter grades, pass/fail, percentages).	ADM - URAS	94	FAC, STU
112	Administrative effectiveness and efficiency are evident in terms of student admission and registration procedures.	SUP - URAS	65	ADM, FAC, STU
121	Procedures governing promotion of non-teaching and support staff are reasonable and equitable.	ADM - SUP	65	
134	The level of influence of non-teaching and support staff in decision-making is appropriate in issues that directly affect them and/or the college.	ADM* - SUP	62	FAC*
	The following are effectively evaluated at reasonable intervals and recommendations implemented where feasible:			
172	student services (placement, counselling)	ADM - SUP	60	
174	food services	ADM - SUP	60	
122	Full-time and part-time programs are equivalent in terms of student workload (e.g, number of instructional hours per credit, credit requirements).	ADM - FAC*	57	
71	You understand your roles and responsibilities.	ADM - SUP	55	FAC

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
39	Faculty are usually available to help individual students.	FAC - URAS	52	STU, GRAD
213	Provision exists for student appeal of adverse evaluation.	ADM - URAS	50	FAC, STU
175	Programs are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - FAC	49	
123	There is very little duplication in course content.	ADM - STU	48	FAC
75	You are satisfied with opportunities for promotion.	ADM - SUP	47	FAC
	The following facilities are readily accessible:			
87	library facilities;	ADM - FAC	47	STU, URAS
88	audiovisual facilities.	ADM - STU	47	FAC, URAS
182	Funding for the development of new programs and courses is adequate.	ADM - FAC	46	
207	Loans, bursaries, and scholarships are available for students in sufficient quantities.	ADM - STU	46	
118	Provision exists for appeal of adverse evaluation of faculty.	ADM - FAC	45	
209	Students clearly understand what is expected of them by the college.	FAC - URAS	45	STU

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
11	College programs provide for the development of social skills; (ability to work with and interact effectively with others).	ADM* - GRAD	44	FAC
32	Time is sufficient for faculty to help individual students (counselling and academic help).	ADM - FAC	44	
193	Printed materials (newspapers, newsletters, brochures) are effective in informing the public about the college.	ADM - SUP	44	
151	Cooperation exists among all departments across the college.	ADM - SUP	43	FAC
191	Information regarding courses and programs is disseminated to Manpower centres.	ADM - SUP	43	
206	The college's orientation program for new students is effective.	ADM - SUP	42	FAC, STU

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

CAPRI EVALUATION SUMMARY:

COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

VANCOUVER COMMUNITY COLLEGE

DATA FROM RESPONDENTS AT LANGARA CAMPUS

-1-

CONSENSUS STRENGTHS

Every item listed below was selected because 70 percent or more of each responding group indicated "No Improvement Needed" or "Very Little Improvement Needed". The items have been listed in order from the highest average percent down. Where 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
14	Programs are accessible to all eligible members of the community served by the college in terms of reasonable tuition costs.	ADM, STU	94
27	Faculty are qualified in terms of educational background.	ADM, FAC	94
197	Visits to secondary schools are effective in informing the public about the college.	ADM, SUP	94
21	Procedures used to select faculty are appropriate.	ADM, FAC	88
28	Faculty are qualified in terms of pertinent experience in their subject area.	ADM, FAC	88
203	Other colleges grant course credits to students from this college.	ADM, SUP	88
143	College admission requirements are fair and reasonable.	ADM, FAC, SUP, STU	86
15	Programs are accessible to all eligible members of the community served by the college in terms of reasonable length of courses and programs.	ADM, STU	84
116	Instructional assignments of faculty are appropriate in terms of their education and experience.	ADM, FAC	83
118	Provision exists for appeal of adverse evaluations of faculty.	ADM, FAC	82
211	Students are informed about the basis for their evaluation.	FAC, STU	80
192	Information regarding courses and programs is disseminated to secondary schools.	ADM, SUP	79

CONSENSUS STRENGTHS

Every item listed below was selected because 70 percent or more of each responding group indicated "No Improvement Needed" or "Very Little Improvement Needed". The items have been listed in order from the highest average percent down. Where 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
1	The college provides a wide diversity of educational programs consistent with the needs of secondary school graduates.	ADM, FAC	78
29	Faculty are qualified in terms of teaching experience.	ADM, FAC	78
92	Classroom equipment (labs, studios, workshops) are effectively used by staff and students.	ADM, FAC	78
122	Full-time and part-time programs are equivalent in terms of student workload (e.g., number of instructional hours per credit, credit requirements).	ADM, FAC	77
45	Custodial (plant operation and maintenance) services are acceptable in quality.	ADM, FAC, SUP	74
87	Library facilities are ready accessible.	ADM, FAC, STU	74

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
31	Time is sufficient for faculty teaching (preparation and instruction).	ADM	FAC	100
40	Counsellors are usually available to help individual students.	SUP	STU	100
44	The ratio of placement officers to students is appropriate.	ADM, SUP	FAC	100
169	Custodial (plant operation and maintenance) services are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	SUP(50)	ADM	100
77	You find your work rewarding.	ADM, FAC	SUP	92
41	The ratio of teaching faculty to students is appropriate.	ADM	FAC	90
56	Faculty's attitude toward change is appropriate.	ADM	FAC	90
126	The level of influence of the President in decision-making is appropriate in issues that directly affect him and/or the college.	ADM	FAC(46), STU (75)	90
184	Purchasing procedures are acceptable.	ADM	FAC, SUP	90

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items were selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	≠ %
213	Provision exists for student appeal of adverse evaluation.	ADM, FAC	STU	90
120	Procedures governing promotion of faculty are reasonable and equitable	ADM	FAC	89
212	The grading system(s) used across the college is appropriate (letter grades, pass/fail, percentages).	ADM	FAC, STU	89
204	Programs are authorized by accrediting and validating bodies (professional organizations, businesses, social and public organizations) where appropriate	ADM		86
8	The college attracts students from all social and cultural elements of the community.	ADM		82
10	College programs provide for the development of desirable work habits and attitudes.	ADM	FAC, GRAD	82
71	You understand your roles and responsibilities.	FAC, SUP	ADM	82
6	The college provides a wide diversity of courses (interest, upgrading, vocational) consistent with community needs.	ADM		81

≠ The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
73	You are satisfied with fringe benefits (e.g., leaves of absence, pensions, insurance).	ADM	FAC, SUP	81
123	There is very little duplication in course content.	ADM, STU	FAC	81
9	College programs provide for the development of appropriate vocational skills.	ADM, FAC	GRAD	80
20	The college provides for community needs by offering social and cultural activities and events.	ADM		80
187	Procedures for selection of equipment are acceptable.	ADM	FAC, SUP	80
33	Time is sufficient for faculty professional development.	ADM	FAC	78
39	Faculty are usually available to help individual students.	GRAD	FAC, STU	78
111	Administrative effectiveness and efficiency are evident in terms of scheduling/timetabling (courses, staff, space).	ADM	FAC, STU	77
186	Procedures for financial reporting are acceptable.	ADM		77
23	Procedures used to select non-teaching and support staff are appropriate.	ADM, FAC(59)	SUP	76

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No	Item	Responding Groups	Other Groups	# %
135	The level of influence of sponsoring agencies, (Canada Manpower, Ministry of Education, unions) and accrediting bodies in decision-making is appropriate in issues that directly affect them and/or the college.	ADM	FAC(68)	76
7	The program or course(s) you are presently taking meet(s) your needs.	STU		75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
83	The physical plant is able to accommodate storage requirements.	ADM, FAC, SUP	89
97	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in classrooms.	ADM, FAC	88
	Advisory committees assist with:		
64	finding spare-time employment for students;	ADM, FAC(77)	86
65	obtaining information from employers regarding success of graduates.	ADM, FAC(75)	86
216	The student government is sensitive to the needs and desires of the student body.	FAC, STU	83
63	Advisory committees assist with placement of graduates from program.	ADM, FAC(74)	82
154	Planning is effective in terms of long-range plans.	ADM, FAC(42)	80
182	Funding for the development of new programs and courses is adequate.	ADM, FAC	79
57	Community members support and encourage the college.	ADM, FAC(40)	74
82	The physical plant is able to accommodate traffic (e.g., through hallways, stair-wells, doorways, reception areas).	ADM, FAC	74
195	Visits to community meetings by college personnel are effective in informing the public about the college.	ADM, SUP	74

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
177	The success of graduates and early-leaving students is effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM	FAC	100
80	The physical plant is able to accommodate student groups of varying sizes.	ADM	FAC	91
	The College Council have a clear understanding of the college's:			
69	operation	ADM		90
70	goals	ADM		89
	Effective communication exists with:			
198	B.C. Ministry of Education			
199	B.C. MInistry of Human Resources, B.C. Ministry of Labour and other B.C. ministries.	ADM		89
84	The physical plant is able to accommodate office requirements.	ADM, FAC	SUP	88
101	The environment (soundproofing aesthetics, lighting, ventilation) is acceptable in Student Services area.	ADM, SUP	FAC(43)	88

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
	The following sources of funds for the operation of the college are adequate:			
179	federal grants and subsidies;	ADM		88
181	Efforts are made to seek new sources of financial aid for students.	ADM		88
	Effective communication exists with the following:			
201	county/district/municipal governments;	ADM		88
202	boards of education;	ADM		88
200	Federal Department of Labour (Manpower) and other federal departments.	ADM		83
165	Planning is based on follow-up studies of graduates and early-leaving students.	ADM	FAC (53)	80
178	Provincial grants and subsidies are adequate as sources of funds for the operation of the college.	ADM		80
104	Eating area facilities are adequate.	STU	FAC	76

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
194	Use of radio and television is effective in informing the public about the college.	SUP	ADM	76
25	Procedures used to select members of the College Council are appropriate.	ADM		75
173	Student Services (awards, student activities) are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	SUP	ADM	75
*234	Study facilities are adequate.	FAC	STU	86
*236	Space for preparation, research, etc., is adequate.	FAC		83

*Extra items added by the college.

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

-11-

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
51	Student Services (awards, student activities) are acceptable in quality.	SUP* - STU	62	ADM, FAC*
139	Communication to students regarding job application procedures is effective.	FAC* - SUP*	54	STU
141	Communication to students regarding program, course and career information is effective.	SUP - STU/GRAD	52	FAC
96	Student Services are effectively used by staff and students.	ADM - SUP	50	FAC
138	Communication to students regarding job opportunities is effective.	FAC* - SUP*	49	STU
140	Communication to students regarding financial assistance is effective.	SUP - STU	48	
55	Administrators' attitude toward change is appropriate.	ADM - FAC	47	
76	You are satisfied with opportunities for professional development.	ADM - SUP	45	FAC
130	The level of influence of students in decision-making is appropriate in issues that directly affect them and/or the college	ADM - STU	45	FAC, SUP
79	The physical plant is able to accommodate all programs and courses currently offered in the college.	ADM - FAC	44	

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

-12-

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
93	The resource centre(s), (library, audiovisual department) is effectively used by staff and students.	ADM - SUP	44	FAC
40	Counsellors are usually available to help individual students.	SUP - STU	43	
177	The success of graduates and early-leaving students is effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - FAC*	43	
59	Students are given opportunities to visit work situations (field trips, tours).	FAC* - STU*	42	
22	Procedures used to select administrators are appropriate.	ADM - FAC	41	

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

CAPRI EVALUATION SUMMARY:

COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

VANCOUVER COMMUNITY COLLEGE

DATA FROM RESPONDENTS AT KING EDWARD CAMPUS

CONSENSUS STRENGTHS

Every item listed below was selected because 70 percent or more of each responding group indicated "No Improvement Needed" or "Very Little Improvement Needed". The items have been listed in order from the highest average percent down. Where 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
	Programs are accessible to all eligible members of the community served by the college in terms of:		
14	reasonable tuition costs;	ADM, STU	90
16	suitable times offered (part-time, full-time, day, evening, time of year)	ADM, STU, URAS	89
17	convenient location for bus transportation	ADM, STU, URAS	87
	Faculty are qualified in terms of:		
27	educational background	ADM, FAC	87
28	pertinent experience in their subject area	ADM, FAC	87
15	Programs are accessible to all eligible members of the community served by the college in terms of reasonable length of courses and programs.	ADM, STU, URAS	86
29	Faculty are qualified in terms of teaching experience.	ADM, FAC	80
210	Students are satisfied with the way they are marked in their courses (tests, essays, projects).	STU, URAS	72

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
3	The college provides a wide diversity of educational programs consistent with the needs of persons who require occupational retraining and academic upgrading.	ADM	FAC	100
9	College programs provide for the development of appropriate vocational skills.	ADM	FAC, GRAD	100
	Procedures used to select the following are appropriate:			
23	non-teaching and support staff	ADM	FAC(65), SUP	100
24	part-time teaching personnel	ADM	FAC	100
73	You are satisfied with fringe benefits (e.g., leaves of absence, pensions, insurance).	ADM	FAC, SUP	100
113	Administrative effectiveness and efficiency are evident in terms of accommodating student transfers (course and program) and student reentry into programs.	ADM	FAC	100
116	Instructional assignments of faculty are appropriate in terms of their education and experience.	ADM	FAC	100

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

STRENGTHS

Each item listed below was selected because 75 percent or over of one or more, but not all responding groups or 75 percent of the only group responding indicated "No Improvement Needed" or "Very Little Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
119	Procedures governing promotion of administrators are reasonable and equitable.	ADM		100
77	You find your work rewarding.	ADM, FAC	SUP	92
46	Clerical/secretarial support services are acceptable in quality.	FAC	ADM, SUP	75

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
65	Advisory committees assist with obtaining information from employers regarding success of graduates.	ADM, FAC(84)	98
101	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in:		
101	Student Services area	ADM, FAC, SUP	98
100	lounges	ADM, FAC	97
19	The college provides opportunities for and encourages students to participate in athletic activities.	ADM, SUP(50), STU	94
97	The environment (soundproofing, aesthetics, lighting, ventilation) is acceptable in classrooms.	ADM, FAC	94
154	Planning is effective in terms of long-range plans.	ADM, FAC	94
165	Planning is based on follow-up studies of graduates and early-leaving students.	ADM, FAC	94
177	The success of graduates and early-leaving students is effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM, FAC(50)	94
50	Support services to place graduates and early-leaving students are acceptable in quality.	ADM, FAC, SUP, GRAD	92
	Facilities are adequate for:		
103	sports activities (indoor and outdoor).	FAC, STU	92
104	eating areas	FAC, STU	91

AREAS REQUIRING IMPROVEMENT - CONSENSUS

Each item listed below was selected because 70 percent or more of each responding group indicated "Some Improvement Needed" or "Major Improvement Needed". The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Avg. %
109	Administrative effectiveness and efficiency are evident in terms of public relations.	ADM, FAC	90
62	Advisory committees assist with program design and revision.	ADM, FAC	89
82	The physical plant is able to accommodate traffic (e.g., through hallways, stairwells, doorways, reception areas).	ADM, FAC	89
57	Community members support and encourage the college.	ADM, FAC(44)	88
	The physical plant is able to accommodate:		
79	all programs and courses currently offered in the college	ADM, FAC	88
81	the physically handicapped	ADM, FAC	88
102	Facilities are adequate for social and cultural activities (dances, plays, clubs).	FAC, STU	88
156	Planning is based on needs of the labour market.	ADM, FAC(60)	88
	Communication to students regarding the following is effective:		
137	placement services available	FAC, SUP(43)	85
138	job opportunities	FAC, SUP(43), STU	85
105	The quality and prices of food are adequate.	FAC, STU	84

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
18	The college provides opportunities for and encourages students to participate in social and cultural activities (e.g., dances, diplays, clubs).	ADM, SUP	STU	100
68	The advisory committees are effective in fulfilling their responsibilities.	ADM	FAC	100
	The College Council have a clear understanding of the college's:			
69	operation	ADM		100
70	goals	ADM		100
110	Administrative effectiveness and efficiency are evident in terms of direction and encouragement provided to college staff.	ADM	FAC, SUP	100
117	Staffing for extracurricular activities is appropriate.	ADM	FAC(64)	100
139	Communication to students regarding job application procedures is effective.	SUP(43)	FAC, STU(44)	100
153	Planning is effective in terms of short-range plans.	ADM	FAC	100

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
157	Planning is based on goals of the college.	ADM	FAC	100
185	Inventory control procedures are acceptable.	ADM		100
83	The physical plant is able to accommodate storage requirements.	ADM, FAC	STU	95
54	Bookstore services are acceptable in quality.	ADM, FAC	STU	94
216	The student government is sensitive to the needs and desires of the student body.	FAC	STU	87
84	The physical plant is able to accommodate office requirements.	FAC	ADM, SUP	83
140	Communication to students regarding financial assistance is effective.	SUP	STU(46)	83
147	Communication between administrators and students is effective.	FAC	ADM, STU	81
80	The physical plant is able to accommodate student groups of varying sizes.	FAC	ADM	80
85	Non-teaching and support service facilities are acceptable in quality.	SUP		77

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

AREAS REQUIRING IMPROVEMENT

Each item listed below was selected because 75 percent or over of one or more but not all responding groups or 75 percent of the only group responding indicated "Some Improvement Needed" or "Major Improvement Needed". In the case of more than one group, the items are selected only if at least 55% of the remaining groups responded in the same way. The items have been listed in order from the highest average percent down. When 40 percent or more of the respondents in a group indicated "Don't Know" and/or "Not Applicable", we have noted it by placing the percentage of respondents who used these categories beside the abbreviation for the group.

Summary Form Item No.	Item	Responding Groups	Other Groups	# %
36	Faculty helps graduates seek suitable employment.	FAC(60)	GRAD(52)	76
169	Custodial (plant operation and maintenance) services are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	SUP	ADM	75
*233	Parking facilities are satisfactory.	ADM, FAC, STU	URAS	91
*234	Study facilities are adequate.	FAC	STU	96
*235	Computer services/facilities are adequate.	FAC	STU	75
*236	Space for preparation, research, etc. is adequate.	FAC		94

*Extra items added by the college.

The percentages in this column relate to the groups identified in the column headed "Responding Groups".

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
45	Custodial (plant operation and maintenance) services are acceptable in quality.	ADM - SUP	100	FAC
52	Food services are acceptable in quality.	ADM - SUP	100	FAC
96	Student Services are effectively used by staff and students.	ADM - SUP	100	FAC*
51	Student Services (awards, student activities) are acceptable in quality.	ADM - FAC*	83	SUP, STU*
22	Procedures used to select administrators are appropriate.	ADM - FAC	73	
32	Time is sufficient for faculty to give individual student help (counselling and academic help).	ADM - FAC	72	
146	Communication between administrators and faculty is effective.	ADM - FAC	72	
88	Audiovisual facilities are readily accessible.	ADM - STU	68	FAC, URAS
174	Food services are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - SUP	67	
193	Printed materials (newspapers, newsletters, brochures) are effective in informing the public about the college.	ADM - SUP	67	
43	The ratio of counsellors to students is appropriate.	ADM - SUP*	66	FAC

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
106	Administrative effectiveness and efficiency are evident in terms of the organizational structure of the college.	ADM - FAC	64	
33	Time is sufficient for faculty professional development.	ADM - FAC	63	
170	Office services (clerical, secretarial, office management) are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - SUP	63	
35	Time is sufficient for faculty committee and college administrative work.	ADM - FAC	62	
136	Communication to students regarding counselling services available is effective.	SUP - STU	58	FAC
37	Extra help on course work (remedial) is available to students.	ADM - FAC	57	STU
48	Student services (placement, counselling) are acceptable in quality.	SUP - URAS	56	ADM, FAC, STU, GRAD
114	Administrative effectiveness and efficiency are evident in terms of the establishment and reinforcement of student rules and regulations.	ADM - FAC	51	STU
120	Procedures governing promotion of faculty are reasonable and equitable.	ADM - FAC	51	

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
72	You are satisfied with your salary/wages.	ADM - SUP	50	FAC
130	The level of influence of students in decision-making is appropriate in issues that directly affect them and/or the college.	ADM - SUP	50	FAC, STU
143	Admission requirements to programs and courses are fair and reasonable.	ADM - SUP	50	STU, FAC
21	Procedures used to select faculty are appropriate.	ADM - FAC	47	
31	Time is sufficient for faculty teaching (preparation and instruction).	ADM - FAC	47	
167	Administrators are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - FAC	47	
71	You understand your roles and responsibilities.	ADM - FAC	46	SUP
40	Counsellors are usually available to help individual students.	SUP - URAS*	45	STU
41	The ratio of teaching faculty to students is appropriate.	ADM - FAC	44	
112	Administrative effectivess and efficiency are evident in terms of student admission and registration procedures.	SUP - URAS	43	ADM, FAC, STU

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

DIFFERING VIEWPOINTS

For each item listed below there is a significant difference of opinion between at least two of the groups responding. If there is a difference of 40 percentage points or more when comparing the combined "No Improvement Needed" and "Very Little Improvement Needed" responses of one group with those of another group, the groups are noted in column three with the percentage of difference in column four. The other groups responding to the item are recorded in the right hand column.

Summary Form Item No.	Item	Groups With Greatest Difference	% Greatest Difference	Other Responding Group(s)
38	Administrators are usually available to help individual students.	ADM - URAS*	41	STU*
39	Faculty are usually available to help individual students.	FAC- URAS*	41	STU, GRAD
157	Planning is based on goals of the college.	ADM - FAC	41	
87	Library facilities are readily accessible.	ADM - URAS	40	FAC, STU
171	Technical (computing, audiovisual, laboratory) services are effectively evaluated at reasonable intervals and recommendations implemented where feasible.	ADM - SUP	40	

*We have placed an asterisk beside those items where 40 percent or more of the responses were "Don't Know" and/or "Not Applicable" so that you may use caution when considering the implications.

CAPRI EVALUATION SUMMARY:

COLLEGE STRENGTHS, WEAKNESSES AND DIFFERING VIEWPOINTS

VANCOUVER COMMUNITY COLLEGE

DATA FROM CONTINUING EDUCATION RESPONDENTS

SUMMARY ANALYSIS

FOR

CONTINUING EDUCATION

It would not be particularly useful and potentially misleading if a detailed "Strengths/Areas Requiring Improvement" analysis was presented for Continuing Education because of the small number of respondent groups. The following brief summary should prove helpful as an overview.

The students are generally satisfied with their courses, evaluation policies, student services, and relationships with faculty. There is consensus that tuition costs are reasonable. However, the students do not seem to be aware of what is happening anywhere in the college except in their courses.

It is clear that there are some difficulties with external communications (with community, employers, etc.) including the dissemination of information about courses, programs, and activities.

There are obvious facilities problems and some evidence of concern among the administrative officers with regard to central coordination and communications as well as overall planning.

SUMMARY OF WRITTEN COMMENTS FROM QUESTIONNAIRES

These statements reflect the general tone of comments written at the end of the questionnaires. It is not the job of this Task Force to comment on specific situations or individuals, but where considerable discontent was noted, the information was passed on to responsible authorities.

I SUMMARY OF STUDENT COMMENTS

The atmosphere conducive to learning created by the various centres of Vancouver Community College and the concern displayed by busy instructors for their students were cited among the more positive comments from students.

However, the negative comments were more numerous than the positive ones. There were two common threads running through students' comments from all centres. These two areas of concern were the poor facilities and the inadequate cafeteria service. The poor facilities included buildings, student study areas, recreational programs and space, library holdings, inadequate equipment, and inadequate parking. The dissatisfaction with the cafeteria service arose from poor quality, inadequate choice, and high cost.

Students were also concerned with communication. They felt that, though communication with individual instructors was good, there were two general areas at the College that needed improvement - information about activities at the centres, including College policies and available services, and misdirected or inadequate counselling. Students at all centres except V.V.I. expressed dissatisfaction with the counselling service.

Total Number of Questionnaires - 1,599

Total Number of Comments - 596

II SUMMARY OF INSTRUCTORS' COMMENTS

Of the instructors who commented, most enjoyed their work and found satisfaction in it. Several commented on the dedication of colleagues, the good replacement/maintenance policy and the excellent support staff - among whom the duplicating staff were singled out.

The faculty, like the students, deplored the poor facilities in which they work. The comments here noted the poor physical plant, the lack of equipment, and the lack of office space. The instructors at all centres were concerned about space. At Langara and K.E.C., instructors regarded the questionnaire as inadequate and unsuitable with a scale difficult to apply to the questions. More involvement of faculty in decision-making was the desire expressed at V.V.I. and K.E.C. The situation of term instructors was the concern of faculty at Langara, while the difficulty in obtaining professional development time was the concern of faculty at V.V.I.

Total Number of Questionnaires - 588

Total Number of Comments - 144

III SUMMARY OF UP-GRADING STUDENTS' COMMENTS

Only V.V.I. upgrading students made any comments (two centres do not offer upgrading courses): the course was not geared to reality, and the parking facilities were poor.

Total Number of Questionnaires - 80

Total Number of Comments - 12

IV SUMMARY OF EARLY-LEAVING STUDENTS' COMMENTS

Surprisingly enough, considering the population surveyed, the general comments from all four centres were that the students responding were satisfied and pleased with their College experience. These positive comments included remarks about good instruction and good courses. The negative comments included, from King Edward Campus and V.V.I., complaints about poor facilities and overcrowding. Students from Langara also felt that not enough night credit courses were offered. Early-leavers from V.V.I. would have preferred less lecture and more activity.

Total Number of Questionnaires - 570 (telephone survey)

Total Number of Comments - 167

V SUMMARY OF CONTINUING EDUCATION STUDENTS' COMMENTS

Continuing Education students were generally satisfied with courses and instructors, although there was mention of how difficult study was after working all day. Students at Eric Hamber expressed a need for evidence of greater overall planning for the Business program. Some dissatisfaction with registration procedures was expressed, particularly by students taking Saturday courses. Continuing Education students would also like improved bookstore and food service. Continuing Education students would like more courses to be offered and think more publicity should be given to Continuing Education programs. Continuing Education students feel they have been given too many questionnaires.

VI SUMMARY OF CONTINUING EDUCATION INSTRUCTORS' COMMENTS

In general, Continuing Education instructors are happy with their work, although many would like increased administrative support, e.g. assistance with course preparation, instructor workshops, resource materials. Some instructors at Eric Hamber and at Langara would like changes in registration procedures to reduce first night confusion.

VII SUMMARY OF GRADUATES' COMMENTS

Graduates of the four centres surveyed felt generally satisfied with the instruction and the instructors. Graduates of Langara and K.E.C. expressed satisfaction that completion of their programs provided several options: direct entry to employment, further studies at B.C.I.T., and further studies at a university. Graduates of Langara and King Edward Campus singled out counselling as being "poor" or "inadequate". Again, Langara and V.V.I. graduates felt that their courses contained both more theory than necessary and not enough opportunity for practical experience. Some students who had graduated from V.V.I. felt that their course had contained too much material for the time allowed. These graduates also felt that they had been asked to fill in too many questionnaires!

Total Number of Questionnaires - 387 (mail survey)

Total Number of Comments - 234

VIII SUMMARY OF NON-TEACHING FACULTY AND SUPPORT STAFF COMMENTS

The most frequent comment from this group once again centred on inadequate space, particularly as it produced barriers to productivity. Also mentioned were specific facility lacks, such as inadequate washrooms, no space for private interviews, poor ventilation, and lack of appropriate tools. Lines of communication between staff and instructors, and between staff and administrators are thought to need much improvement. Quite a number of commentors thought that managers/administrators were generally not meeting their responsibilities, particularly in the area of problem-solving. A few comments about the inadequacy of the College wage scale and reclassification procedures should be noted. Despite the foregoing summary of negative comments, it is encouraging to find a number of positive comments about employee relationships, job satisfaction, and pleasure found in College associations.

Total Number of Questionnaires - 300

Total Number of Comments - 176

IX SUMMARY OF ADMINISTRATORS' COMMENTS

That many of V.C.C.'s shortcomings are directly related to inadequate space and facilities was the perception of a number of administrators. Also commented on was a need for program improvements or additions, particularly for handicapped students. Although some administrators saw a need for unification in areas such as calendar (College-wide), inter-campus registration, articulation and movement of personnel, the same number felt that V.C.C. was an artificial entity which should not be imposed on satisfactorily functioning centres. A number also expressed a fear that V.C.C. may degenerate into a bureaucratic jungle to the ultimate detriment of the student. Nevertheless, many commentors expressed satisfaction with their job and felt that they enjoyed good working relations throughout the College.

Total Number of Questionnaires - 37

Total Number of Comments - 12

X SUMMARY OF COLLEGE BOARD COMMENTS

The sole comment in this category was concerned with the instrument of evaluation; the questionnaire was perceived faulty of design and inappropriately adapted causing the commentor to question the objectives of

the Evaluation Task Force.

Total Number of Questionnaires - 4

Total Number of Comments - 1

XI SUMMARY OF SECONDARY SCHOOL COUNSELLORS' COMMENTS

The positive comments outweighed the negative, and included remarks such as "a good working relationship with V.C.C.", "College admission requirements are satisfactory". One commentor felt that he/she would welcome more frequent visits by V.C.C. counsellors and one suggested more frequent intakes for technical/career programs. Another felt that it was difficult to obtain information pertaining to V.C.C. technical/career programs.

Total Number of Questionnaires - 16

Total Number of Comments - 5

XII SUMMARY OF COMMUNITY TELEPHONE SURVEY COMMENTS

A generally positive attitude toward Vancouver Community College and its role in the community was expressed, although a few respondents felt a need for more specific information relative to College offerings (programs and events). More advertising was suggested.

Total Number of Questionnaires - 499

Total Number of Comments - 109

XIII SUMMARY OF ADVISORY COMMITTEE MEMBERS' COMMENTS

The tone of comments from members of advisory committees was more negative than were comments from any other group. These comments included remarks such as: didn't know I was a member; committee never meets; no input into decisions; questionnaire questions poorly worded.

Of all the comments from advisory committee members at the four centres, only four replies were positive.

Total Number of Questionnaires Mailed - 350

Total Number of Questionnaires Returned - 107

Total Number of Comments - 43

XIV SUMMARY OF EMPLOYER COMMENTS

There were employer comments from only three centres, K.E.C., V.V.I. and Continuing Education, and employer comments from Continuing Education were directed to one course only. Most employers felt that they had a long-standing, pleasant relationship with the College. Some, from each centre, felt that the students whom they hired did well. However, there were specific comments made in regard to specific programs, such as: students had poor English skills; difficulty on telephone; hard to reach instructors by phone; poor typing skills for this program; students do not like to get their hands dirty; our program would like students to be more creative.

Total Number of Questionnaires - 68 (telephone survey)

Total Number of Comments - 68

REPORT OF THE VISITING TEAM

PRESENTED TO COLLEGE TASK FORCE

VANCOUVER COMMUNITY COLLEGE

1979 02 22

I INTRODUCTION

A. Purpose of the Evaluation

Since a Vancouver Community College Task Force had carried out a detailed evaluation of the College, the work of the Visiting Team concentrated upon validating and clarifying the findings of this evaluation. In addition, the Visiting Team dealt with issues broadly arising out of the use of the College and Program Review Instrument.

B. Composition of Team

Dr. Barry Moore (Chairperson)
Principal
Northern Lights College

Mr. Stewart Webster
Vice-Chairman of the Board
Selkirk College

Dr. Robert Young
Dean of Student Services
Malaspina College

Dr. John Dennison
Professor of Higher Education, Faculty of Education
University of British Columbia

Ms. Shirley Walgren
Chief Instructor, Vocational Division
Selkirk College

Mr. Jim Greenwood
Instructor, Trades Training
Camosun College

Dr. Hendrick Persad
Instructor of Chemistry
Douglas College

Mr. Bill Morfey
Bursar
Douglas College

Mrs. Betty Hanafi
Director of Learning Resources
Fraser Valley College

Mr. Brian Wesley
Employment Manager
B.C. Telephone Company

Ms. Marcia Aitkens
Chief Instructor, Practical Nursing
Okanagan College

Mr. Gerry Kilcup
Principal
Justice Institute of British Columbia

Mr. David Thomas
Coordinator, Adult Basic Education
Northern Lights College

Ministry Observers

Dr. Grant Fisher
Ministry of Education, Science and Technology

Mr. Harold Kirschner
Ministry of Education, Science and Technology

Mr. Nick Rubidge
Ministry of Education, Science and Technology

C. Schedule for Evaluation

The Visiting Team carried out 263 interviews on February 20 and 21, 1979. The people interviewed were broadly representative of students, support staff, faculty, administration, Board, Advisory Committees and the community. Copies of the interview forms used for the various groups are appended. Numbers of interviews in each area were as follows:

Students (two to five students were part of each interview)	79
Non-Teaching and Support Staff	39
Teaching Staff	93
Administrative Staff	21
Non-College	31

The Visiting Team made use of the above data, plus the comprehensive data presented to the Team by the College Evaluation Task Force.

D. Structure of the Visiting Team's Report

The body of the Visiting Team's Report concerns itself with the critical analysis and interpretation of findings. There are four areas covered:

The Strengths of the College

Priority Areas Where Improvement is Necessary

Areas Where Discrepancies Exist Among Responding Groups

Areas Given Further Attention by the Visiting Team

It must be understood that this Report has been gathered together quickly. Its literary merit is therefore limited.

II CRITICAL ANALYSIS AND INTERPRETATION OF FINDINGS

A. The Strengths of the College

The Visiting Team found confirmation of the following strengths:

(1) Vancouver Community College offers within its overall framework a wide diversity of programs which appear to meet the needs of many segments of the community.

(2) The open door policy makes these programs accessible.

(3) Tuition fees are considered by students to be reasonable.

(4) Members of faculty are well qualified and effective. With few exceptions they consider their workloads reasonable. Morale is high.

(5) With few exceptions, the quality of instruction is seen by the students to be of a high standard.

(6) Learning Assistance Centres are available at major locations. Utilization is high and students feel they are provided a valuable service.

(7) Despite limited facilities and resources, the work provided by the staff in the library, audio-visual, secretarial and print services is considered exceptionally good.

(8) Although facilities are woefully inadequate, cooperation and creativity enables extremely efficient use to be made of available space, with minimal adverse effect on the educational process.

(9) The Continuing Education operation is seen by many outside agencies as being sensitive and supportive.

(10) Career graduates have a good reputation in the community and seem to be receiving appropriate marketable skills.

(11) Students generally have very positive feelings about the College. Comments such as "it's a people place", "the student is number one" and "King Edward Campus is like a big bag of spare parts where you can grab what you need" were typical.

B. Areas Where Improvement is Necessary

The Visiting Team found strong validation in its interview findings with those of the College Evaluation Task Force. There are four major areas for improvement: communication and administration, physical plant, sessional faculty, external agencies. One further area for possible improvement not noted in the College Evaluation will also be stated.

(1) Communication and Administration

There is a general concern among faculty and administration regarding internal communication. There is a need for Regional administration to establish clear means of communicating policies and procedures on matters of general and inter-campus administration.

In contrast with Regional administration, faculty and students clearly identify themselves with specific campuses. A separate identity for each centre appears to hamper the development of a strong unified image of the College internally and externally in the communities it serves.

An internal division exists between senior administration and the divisional level. Students and faculty perceive that much of the work and decision-making is done at the division level and are unclear about the roles and functions of senior administrators.

Orientation for all new College personnel and regular orientation for continuing staff on new policies would be a constructive internal communication. Many new support staff received no orientation from supervisors.

An immediate requirement is to develop and communicate job specification and promotion policy for clerical and secretarial support staff.

(2) Physical Plant/Campus Centres

There is general concern among faculty, staff, students and administration that there are serious problems of over-crowding, both in a physical and human sense. Corridors and hallways are cluttered with storage items. Poor ventilation, unsatisfactory food service, crowded classrooms, deterioration in cleanliness and appearance is evident on all campuses. At King Edward Campus serious ventilation, heating and plumbing problems need immediate attention.

There is an immediate need for social space and quiet study space. Some notable progress has been made in provisions for the handicapped students, but further work is needed. There is an immediate need for improvement in faculty and staff offices and conference spaces at all Centres, but particularly at King Edward Campus.

(3) Sessional Faculty

There appeared to be concern for the status of the part-time or sessional instructor in the College. Many expressed the view that their association with the College is so tenuous and unpredictable that morale is affected. While the reasons underlying the appointment of sessional lecturers is appreciated, it seems that an effort to delineate clearly the status of these individuals and their relation with the College should be made. For example, many sessional instructors were unclear as to whether they were in a priority position when a full-time appointment became available.

(4) Extemal Agencies

Some extemal agencies requested strengthening liaison with the College by means of regular meetings to facilitate development and ongoing monitoring of programs.

An additional area of concem noted by the Visiting Team was the possible unexploited potential for recruitment of students among those persons who are already part of the College at basic or specialized levels of programming such as English Language Training.

C. Areas Where Discrepancies Exist Among Responding Groups

There are several areas of serious discrepancy.

(1) The College is viewed as both a single entity and a loose gathering of organizations. This matter was regarded by the Visiting Team as especially important and will be discussed more fully in Section D.

(2) The Visiting Team identified inconsistencies in the interpretation of policies, procedures, guidelines, and operational data among the various constituents of the College.

(3) Counselling services within the College are regarded very divergently. Both glowing and disparaging comments were heard. The consistency and quality of Counselling services might be enhanced by ensuring ongoing orientation and updating for counsellors and increased interaction between

counsellors, instructors and students. There was the suggestion that counsellors on each campus might be more familiar with the total program of the whole College to encourage some students to continue their education in other parts of the College.

(4) Discrepancies in the role, acceptance, and effectiveness of Advisory Committees reflected the need for review.

(5) There is confusion within parts of the College as to the role of Continuing Education. This confusion creates tensions at the operating level.

(6) The opportunity for professional development in terms of contractual entitlement and emphasis is unevenly available and requires resolution.

(7) There were a number of concerns about evaluation.

(a) The apparent lack of a consistent evaluation process for staff, faculty and administration has been identified by a wide cross-section of College personnel as an organizational imperative.

(b) Students as well identified a lack of consistency in evaluation. They requested that attention be given to:

(i) clarifying course objectives and expectations;

(ii) establishing a standard grading system which would be applicable to all courses;

(iii) better attention to time-tabling and scheduling;

(iv) examination scheduling came in for heavy criticism by students at one campus.

(8) Divergent views exist on the matter of the image of the College within the community. Some felt the College should take a very active stance in raising the level of public awareness of the institution. Others were extremely concerned that to do so would raise the level of demand for service to an even more intolerable level.

If the College decides to take this kind of active stance in public relations, the goals, style, and probable implications of the exercise should be clearly elucidated beforehand.

D. Areas Given Further Attention by the Visiting Team

(I) Structure of Vancouver Community College

Throughout the process of the external evaluation the Visiting Team was struck by the anomolies associated with the structure of the College. Although legally and technically the College is a single entity operating with a number of campuses, in actual practice these campuses are distinct units.

Virtually all groups interviewed, students, faculty, support staff and campus administrators viewed their own campus as a discrete operation. Some even seemed to refer to theirs as the only campus of Vancouver Community College. In fact, not only did most appear to be unfamiliar with the programs and activities in the other campuses, they seemed unconcerned about finding out more about them. The Visiting Team found a lack of appreciation and understanding of the total function of Vancouver Community College. It seems rather significant that the terms "vocational instructors" and "academic faculty" are used freely, and the implications of the titles are obvious.

The concept of the community college in British Columbia has been one which acknowledges a comprehensive curriculum and in consequence, a comprehensive mix of students pursuing various programs with an equal variety of purposes for attending the college. The recent legislation embodied in the Colleges and Provincial Institutes Act further recognizes the comprehensive nature of the College.

Vancouver Community College, by the nature of the campuses, their location and the specialized programs which they offer, has not been able to achieve real comprehensiveness. The Visiting Team is of the opinion that this is unfortunate.

It seemed clear to the Visiting Team that an operational plan regarding the future of the College must be developed. At least three structural options seem possible. The first could provide for the establishment of three distinct colleges with separate administrative and support functions, in which case the Regional office would become redundant. The second option might be the development of a "sovereignty association" similar to the present structure, where the Regional office has certain distinct functions while the Colleges operate in a generally independent and specialized fashion. The third

option is to create truly comprehensive campuses by re-arranging programs and faculty over a gradual process. Eventually all campuses would offer a variety of college programs and enrol a diverse student body. Whatever option is actively chosen should be fully and consistently implemented in all segments of the College.

(2) The CAPRI Model

The Visiting Team has several reservations with regard to the model for evaluation used in this case. The CAPRI model was developed in Ontario, essentially for institutions which emphasize technical and vocational education. The basic questionnaires provide little opportunity for direct response from campuses such as Langara, which places a heavy emphasis upon "university transfer" programs. It might be argued that the CAPRI model has limited application to British Columbia colleges and even less application to the particular structure of an institution such as Vancouver Community College.

Given the very different conditions which apply at the various campuses, the nature of the programs, the students, the background of faculty, their roles and functions, and the organizational structures of the separate units, it is clear that the questions have quite different meanings for the respondents at the various campuses. It might be hypothesized that the wide variety of responses to so many questions reflects the circumstances stated in the foregoing. Specifically questions 1 - 9, 20 - 24, 27 - 29, 33 - 36, 42, 60 - 63, 71, 74, 76, 87 - 96, 106 - 108, 113, 116 - 120, 123, 128, 146, 159, are all open to entirely different interpretations from respondents given the situations in which they work. In virtually all of the responses to these questions the ranges of response are considerable.

The above reservations apply particularly to faculty and student respondents and are reflected in the summaries. The problem is compounded by the collation of all of the responses into one graph for each question. Clearly the differences and extent of agreement to the questions are subsummed in the summarized data.

A further comment could be made with regard to the terminology used in the questionnaires. Terms such as "boards of education", "county/district/municipal government", "Boards of Governors" and "early leavers" have no direct meaning in British Columbia. Although sophisticated respondents are able to make the correct interpretation, it is possible that several categories of respondents would not find the questions meaningful. Similar comments must be made about the outline for interviewees. Langara faculty, in particular, found many of the questions to have little application to their situation and, in consequence, this limited the value of the interview.

Another problem with the questionnaires arose from the necessity of using "teaching staff interview forms" for everyone officially classed as "faculty" although in many cases the people involved were entirely or partially administrators. The questions on the "administrative staff interview form" may have been much more relevant to their concerns. The Visiting Team recommends that considerable attention must be given to the selection of the evaluative instrument. While the CAPRI model has several advantages, it has many deficiencies with respect to its application in British Columbia. Clearly, immediate attention must be given to the development and validation of a college evaluation instrument which can be used in this province. Until this is done there are considerable limitations placed upon the entire process.

Finally, it is useful to make an observation on one other aspect of the CAPRI model. The instrument calls for what is essentially an expression of opinion. Opinion is only occasionally related to fact and reaction to the responses to many questions must be tempered by an appreciation of the source of the response. For example, student views of the library as adequate are often limited by their lack of knowledge of services which might be offered with better facilities, resources and more staff. This was borne out by the number of interviewees who claimed the library was adequate yet also stated they often needed to use other libraries, particularly the University of British Columbia.

Unfortunately, problem situations are not always what they are, but what they are perceived to be. In view of this comment, the questionnaire responses assume a peculiar validity.

(3). Directions for the Future

One aspect of evaluation which is often underemphasized is the provision of clear direction for the future, priorities for planning and action, which emerge after the evaluative process has been completed.

Unfortunately, the process based upon the CAPRI model gives little clear advice as to the directions which the College should take in the future. In essence, the CAPRI model presents a perceptual view of the present state of the College. It provides no direct advice for the future.

In the particular review of Vancouver Community College, the problem is further complicated by the fact that the sheer functional size of the College and the very large and condensed community which it serves creates a situation whereby almost any program which the College organizes will work. This phenomenon places Vancouver Community College in a position where program priorities are difficult to delineate. Over supply of students exists on almost every campus and the problem is usually one of re-ordering of resources rather than planning for truly appropriate future community needs.

All of the foregoing make Vancouver Community College a difficult organization to give practical advice on future directions and priorities. Nevertheless, the Visiting Team has attempted to assess the major areas of concern and to convey them to the college community. This action is taken with the full knowledge that Vancouver Community College is a complex organization with a unique background of development. Changes are not only difficult to undertake but often disturb deep-rooted attitudes as to the way the College should function. Obviously, the Visiting Team has drawn heavily upon the advantages of objective judgment.

In conclusion, there are, no doubt, other areas worthy of scrutiny. The above comments represent items which regularly arose in interviews, in the original data, and in Team discussions.

The Visiting Team acknowledges the limitations inherent in a two-day review of a very complex organization and in survey instruments. It is the Team's hope that these limitations have not prevented an analysis of a very fine College which will be useful to the Evaluation Task Force.

All the members of the Visiting Team wish to express their sincere appreciation for the meticulous and thoughtful arrangements made by Task Force members and for the warm hospitality extended by the College staff and students.

Respectfully submitted
on Behalf of the Visiting Team,

Barry Moore

DR. BARRY MOORE,
Chairperson.

GOALS STATEMENTS

BACKGROUND:

As part of the process of Institutional Evaluation, each department within the College was asked to prepare a goal statement against which performance could be measured: first, the institution's general performance as revealed by the work of the Task Force; second, the performance of individual programs, measured individually by program evaluation procedures to be established subsequent to the final report of the Institutional Evaluation Task Force.

Each department's goals statement is included, unrevised, in Appendix H of this report. However, the following brief summary indicates which goals were given highest priority.

SUMMARY:

To provide common academic transfer courses

To prepare students for advanced study

To provide courses for career programs

To encourage professional development

To meet educational needs of the College and community

To offer courses throughout the day and evening to meet students' needs

To develop communication skills

To develop knowledge of Canada

To develop skills in disciplines

To provide excellent instruction

To provide a comfortable and non-threatening learning environment

To stimulate interest in the trade/profession and the opportunities therein

To develop attitudes toward safe, orderly work habits

To provide students with a wide, comprehensive knowledge related to trade/professional skills

To assist the graduate to obtain employment

To upgrade personal skills of those already in the trade/profession

To provide part-time, short-term courses to meet needs of Continuing Education students

VANCOUVER COMMUNITY COLLEGE ADMINISTRATIVE STRUCTURE

I ORGANIZATION

The College-wide organization includes the College Board, the Office of the College Principal, four Instructional Centres, each headed by a Centre Principal, and two Service Divisions, as follows:

Instructional Centres	Service Divisions
Continuing Education	College Resources
King Edward Campus	Office of the Bursar
Langara	
Vancouver Vocational Institute	

II COLLEGE PRINCIPAL

The College Principal, the Chief Executive Officer of the College, is responsible to the Board for the supervision and direction of the instructional, administrative and other staff of the College. He advises the Board on all matters pertaining to the operation of the College and reports annually, or more frequently at the request of the Board, on the progress of the College, and includes recommendations for the benefit and advancement of the college.

The College Principal's chief concerns will be to ensure that:

(a) effective communication is maintained with the Ministry of Education, the Vancouver community and other educational institutions;

(b) the College maintains the highest possible quality of education;

(c) the College operates in a financially and administratively sound manner;

(d) the necessary planning to enable the College to keep abreast of the changing needs of society is effectively carried out.

III CENTRE PRINCIPALS

The Centre Principals are responsible to the College Principal, and through him to the College Board, for the effective educational and financial operation of their respective centres.

The Centre Principals will provide a leadership required to achieve, in co-operation with centre administrators, faculty, staff, and where appropriate, students, a climate that encourages excellence and high standards. The

Centre Principals will contribute to the College-wide administrative and planning functions through the College Executive Committee and assist the College Principal in promoting the College throughout the community.

IV OFFICE OF THE BURSAR

The College Bursar has specific functional responsibilities as listed below:

(a) Recording Secretary: responsible for recording and transcribing minutes of Board meetings. (The Bursar, under the Public Schools Act had the same duties as a Secretary-Treasurer and was responsible to the Council (Board) for minutes. Under Bill 82 the Recording Secretary's function is undefined but the Bursar's duties under Section 30 (1) of the Act read: "Each Board shall appoint a bursar who shall exercise such powers and perform such duties as are assigned to him by the Board.")

(b) Purchasing: responsible for purchasing all operating and capital items for the College, duplicating and mail operations for Regional Office.

(c) Personnel and Labour Relations: all aspects of personnel work. Labour relations involves negotiations with three College unions and an administrator's group.

(d) Buildings and Grounds: repairs, maintenance and security of all College buildings.

(e) Financial Services: accounting, including accounts payable and accounts receivable departments, and payroll.

(f) Computer Services: both administration and instructional requirements. Vancouver Community College currently runs all of its administrative computer systems at Simon Fraser University on a batch mode. Instructional computing is processed "on-line" on a Hewlett-Packard 2000F mini-computer at V.V.I.

(g) College Records: responsible for custody of official College records.

V COLLEGE RESOURCES

College Resources consists of three support areas: Audio Visual, Library and Information Services. Coordination and development to ensure effective delivery of these resource services is the responsibility of the Director of College Resources.

(a) Audio Visual Services, under the management of the Director of Audio Visual Services, provides on-campus audio visual equipment services and limited production services. Available centrally are instructional strategies consultation services and larger scale production services.

(b) Library Services, under the general management of the Director of College Resources, and at each of the campuses under the management of a campus librarian, provides learning resource collections and access to those collections, orientation and utilization instruction, reference and information services, loan and media distribution services and bibliographic support to instruction.

(c) Information Services, under the management of the Director of Information Services, is responsible for the review and placement of promotion and advertising for programs and courses offered by the various divisions of the College and for the placement of personnel recruitment advertising for those divisions. In addition, the service edits and publishes news about College activities for internal and external audiences and provides support for general promotional activities on the part of various members of the College community including the College Principal. Special projects may be included as a part of the activities of College Resources from time to time. These have included coordination of distant education proposals on a College-wide basis, support for task force activities and support for comprehensive planning.

Page 96 was deleted from the document due to irreproducibility

COSTS, RATIOS, ETC.

I COST PER STUDENT CONTACT HOUR

Average in 1978/79 ..... $3.69

Average Proposed 1979/80 ..... 3.74

($27,308,100 ÷ 7,409,974 contact hours)

($28,599,895 ÷ 7,650,943 contact hours)

II STUDENT/TEACHER RATIOS

This information is not readily attainable, as it is in secondary schools, because the programs vary, i.e. vocational training may only have 10 - 15 students per class and are "space consumptive". Academic/technical programs may average 25 - 30 students. A College-wide average is therefore probably meaningless.

III STUDENT SPACE RATIOS

The College is clearly deficient in this area. Vancouver Community College has 22% of the enrolment in the total system (20 institutions), but only about 13% of the space (these are Ministry of Education figures.)

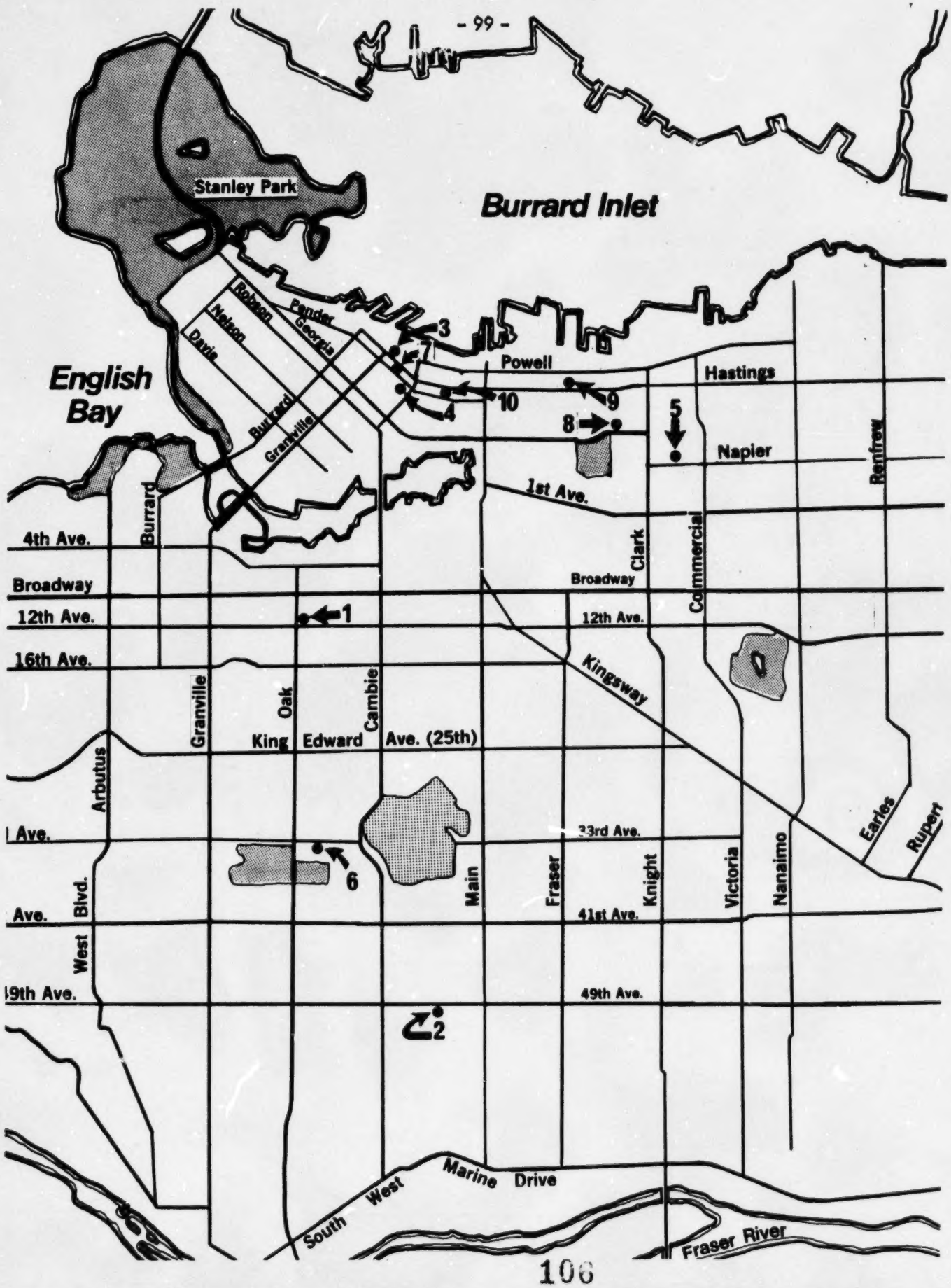
The space problem is currently one of the high priority items for the College, and on January 10, 1979 the College Board approved a $35.2 million capital proposal to help correct the situation.

ENROLMENT FIGURES - OCTOBER 1978

	Langara	K.E.C.	V.V.I.	C. E.	Totals
Academic:					
1st Year - FT	1540				1540
- PT	1649				1649
2nd Year - FT	189				189
- PT	290				290
Sub Total:	3668				3668
Career Technical: FT	965	77			1042
PT	432	84		1370	1886
Sub Total:	1397	161		1370	2928
Vocational: FT	88	417	1593		2098
PT	36	195	411	3013	3655
Sub Total:	124	612	2004	3013	5753
E.L.T. FT		250			250
PT (L.I.)		1940			1940
PT (Citizens)		801			801
Sub Total:		2991			2991
College Foundations:					
FT		291			291
PT		895			895
Sub Total:		1186			1186
General Interest: PT				1849	1849
Sub Total:				1849	1849
TOTALS:	5189	4950	2004	6232	18375

Academic and Career Technical reported by term. C.E. provisional enrolments subject to revision.

Source: Ministry of Education College Statistical Reports, October 1978


Stanley Park
Burrard Inlet
English Bay
Robson
Nelson
Davie
Pender
Georgia
Burrard
Granville
Powell
Hastings
Napier
Renfrew
1st Ave.
4th Ave.
Broadway
12th Ave.
16th Ave.
Burrard
Granville
Oak
Cambie
Clark
Commercial
Kingsway
King Edward
Ave. (25th)
Arbutus
Blvd.
West
Main
Fraser
Knight
Victoria
Nanaimo
Earles
Rupert
33rd Ave.
41st Ave.
49th Ave.
Marine Drive
South West
Fraser River
1
2
3
4
5
6
7
8
9
10

Locations of Vancouver Community College Programs Indicated On This Map

1 King Edward Campus, 2750 Oak Street, also operates programs at Brittania Community Services Centre (5) and Strathcona School (9).

2 Langara Campus, 100 West 49th Avenue

3 Regional Offices, 675 West Hastings Street

4 Vancouver Vocational Institute, 250 West Pender Street, also operated programs at 555 Homer Street. (Power Sewing) (7) and 630 Raymur Street (Building Construction) (8) and the Lotus Gardens (Chinese Cuisine) (10).

6 Eric Hamber Centre, Continuing Education Programs

Vancouver Community College also operates programs at branches of the Vancouver Public Library, at community centres, in storefronts, in church basements, in union halls, in hotels, and in various programs in Kitimat, at B.C.I.T., and at the Mission Minimum Security Unit and the Matsqui Prison.

STUDENT GOVERNMENT
AT VANCOUVER COMMUNITY COLLEGE

The Evaluation Task Force recognizes that student government is an important part of any college, and two evaluation questionnaire items (#215 and #216) deal with this matter.[1] Statements describing student government at each campus were prepared by the Deans of Administrative and Student Services and these are included as Appendix I to this report.

A more detailed review of the state of student government at Vancouver Community College, the Report of the Student Leadership Committee, was prepared in December 1978 by J. Cranstoun and can be obtained from the Deans of Administrative and Student Services.

---

[1] See Interpretive Summary, page 17.

TASK FORCE MINUTES AND CORRESPONDENCE

Minutes of all meetings of the Institutional Evaluation Task Force and all correspondence of the Task Force have been given to College Records, Regional Offices.

Frequency tables were established for data produced by administrators and support staff questionnaires by the College's computer services; copies of these have also been placed on file with College Records, Regional Offices.

RECOMMENDATIONS REGARDING PROGRAM EVALUATION

This Task Force feels that systematic program evaluation should begin at Vancouver Community College as soon as possible. It will, in our opinion, be necessary to examine a variety of evaluation models as the aims of programs within the College vary widely. We recommend that a steering committee be struck to begin work in program evaluation throughout the College.

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36
JUL 3 1980